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ABSTRACT

This curriculum framework for adult literacy was written by 21 South Carolina adult English-as-a-Second-Language (ESL) instructors, as submitted to the South Carolina Literacy Resource Center. It is based on current theories in the fields of adult education and second language acquisition and is designed to be flexible so that it may be adapted to other ESL teaching situations across the state. The curriculum reviews who the adult ESL student is and how he/she learns a second language, with specific reference to input, interaction, and motivation and communication as opposed to learning. Units are based on topics of practical interest to ESL students: community resources, culture, education, emergencies, food/restaurant, personal security/accidents, health, personal information, recreation/leisure, shopping, transportation, travel, and work/occupations. Each topic includes situations to practice that include speaking, listening, reading, and writing tasks. Each unit also includes a resource sheet, unit grid of situations/settings, and a sample lesson plan that includes warm-up, presentation, focused practice, and communicative practice. (Adjunct ERIC Clearinghouse for ESL Literacy Education) (Author/NAV)

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ED 393 324

AN ADULT ESL CURRICULUM

JUNE 20-24, 1994

SOUTH CAROLINA LITERACY RESOURCE CENTER

BARBARA S. NIELSEN, ED.D
STATE SUPERINTENDENT OF EDUCATION

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TABLE OF CONTENTS:

Introduction	1
Community Resources	2
Culture	3
Education	4
Emergencies	5
Food/Restaurant	6
Personal Security and Accidents	7
Health	8

TABLE OF CONTENTS:

Personal Information	1
Recreation and Leisure	2
Shopping	3
Transportation	4
Travel	5
Work/Occupation	6
Appendix	7
	8

Introduction

This curriculum framework was written by twenty-one South Carolina adult ESL instructors, participants in a course on Adult ESL Curriculum Design, which was sponsored by the South Carolina Department of Education's South Carolina Literacy Resource Center. The teachers in the course came from all over the state and represented many varied teaching situations. This curriculum is based on current theories in the fields of adult education and second language acquisition and is designed to be flexible so that it may be adapted to the many ESL teaching situations across our state.

The Adult ESL Student

In designing the curriculum, the first question we looked at was, "Who are our adult ESL students?"

To begin with, they are adult learners from many different backgrounds who bring with them to the classroom a world of knowledge and experience. This experience and background can serve as a tremendous educational resource. Adult ESL students are highly motivated learners who need to acquire English in order to survive in a new community, get jobs, get an education, and better their position in society. Like other adult learners, they learn best when course goals and objectives are closely related to their own personal goals and objectives, and when they can see the relationship between classroom experiences and their real-world needs. They need an instructional environment which gives them control over their learning and takes into account different learning styles.

Second Language Acquisition

The next question we considered was, "How do adults learn a second language?"

Although the language learning task is quite complex, research in second language acquisition has identified three basic factors which are required for success. They are **input, interaction, and motivation.**

Input means that students are presented with language at an appropriate level which is made comprehensible to them by any possible means (pictures, explanations, gestures, simple texts, etc.) Once students are presented with new language, they need practice in using it. Classroom practice activities should provide lots of opportunity for student **interaction** using the new language. Students should interact in large groups, small groups, and pairs, being encouraged to engage in real communication with the new language. **Motivation** is the final necessary ingredient. Our adult ESL students will bring this with them to the classroom, and the teacher can reinforce and build motivation by making sure students see the practical relationship between classroom activities and their real-world language needs.

Many people think learning a language means memorizing grammar rules and vocabulary lists. Research has shown, however, that this approach doesn't teach people to communicate with the new language. An effective approach to language teaching organizes instruction around practical uses of the language. Classroom tasks should focus on the meaning of language as well as the structure. Activities in the classroom should give students the opportunity to practice using the kind of language they will use outside the classroom. Students should have many opportunities to really communicate.

The units in this curriculum are based on topics which will be of practical interest to ESL students. Under each topic, we have identified situations that students will find themselves in, and for each situation have identified speaking, listening, reading, and writing tasks.

How Do I Use This Resource?

In this resource, you will find basic thematic units (ex: occupations). Within each are three types of tools: a resource sheet, a unit grid, and a sample lesson plan.

You may be asking, "Why didn't the curriculum designers create sets of lesson plans like most curricula?" We found that there were many different adult ESL setting in South Carolina with myriads of student needs and levels. Rather than define the resource's use narrowly by creating lesson plans, we've collected ideas, resources and activity ideas that can be used in a broader spectrum of situations. We have, however, included some sample lesson plans to help you "see" how we used our resources.

Thematic Units
The themes for these units are basic to the needs of adult ESL students around the state. They represent a broad range of basic language needs. The themes are not level specific.

Resource Sheet
A useful tool, the resource sheet is a brainstorming sheet. On it, you will find a variety of resources and ideas that can be used when teaching the theme of the unit. No teacher would ever use all of what is listed in one unit. This sheet is meant to evolve, consistently growing as you add ideas, sources, etc. Many teachers choose to set up a file of collected resources with the resource sheet in the front of the file. This resource sheet is designed to be useful when teaching at any level.

Unit Grid
The grid organizes some of the ideas from the resource sheet into situations or settings. Under each situation or setting, activities are categorized according to the skill (listening, speaking, reading, writing) it teaches/uses (some use more than one). When you want to teach your students how to communicate in a situation, you would pick and choose from that grid's activities to develop a suitable lesson plan. Again, the activities are not level-specific. You must decide what is appropriate for your students.

Sample Lesson Plans
The designers included sample lesson plans for your benefit. These were developed using the "pick and choose" process noted above. Using a communicative, interactive approach to second language teaching, these ESL lessons follow a similar outline:

Warm-Up:	a fun activity to get things started
Presentation:	discussion, explanation and demonstration of new language
Focused Practice:	controlled activities which drill new language
Communicative Practice:	activities where students are free to create using new language in simulated real-life situations with limited teacher control or talk

This is the outline that the communicative, interactive ESL lesson follows. We encourage you to follow the same as you use this resource.

We hope this resource is useful. Your copy will evolve as you use it and supplement it with your resources and ideas. This SC Adult ESL Curriculum Framework will continue to be developed by teachers from around the state in courses sponsored by the South Carolina Literacy Resource Center. We will appreciate any input you would like to give!

Thanks to the following "Curriculum Designers":

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RESOURCE SHEET

TOPIC: **COMMUNITY RESOURCE - Library, Police, School, Post Office, Sports, Driver's License**

SONGS/POEMS/JAZZ CHANTS:

School Days; Return to Sender; Jailhouse Rock; The People On The Bus; Raindrops Keep Falling on My Head; Take Me Out to the Ballgame; Now I Know My ABCs; Casey at the Bat; Marion, the Librarian.

QUOTATIONS/PROVERBS:

Neither Rain nor Sleet...; A Mind Is a Terrible Thing to Waste; Return to Sender; Please Forward; Code 911; Postage Due; Better a Live Coward Than a Dead Hero.

IDIOMS:

Cop on the beat; cop out; smokey; out on bail; lay down the law; take the law into your own hands; the coast is clear; throw the book at him; aced the test; teacher's pet; burn the midnight oil; photographic memory; grease my palm; mug shot; let's play post office; cutting class; playing hookie; skipping school; book worm; the peanut gallery.

STORIES/FABLES/FILMS:

Police Academy; Fort Apache: The Bronx; The Onion Field; The Thin Blue Line; Witness; The Firm; Twelve Angry Men; Blackboard Jungle; To Sir With Love; Lean on Me.

TEACHING AIDS/REALIA:

Local phone books; county and city maps; Welcome Wagon representative; Welcome Stations on interstates for maps and local information; Parks and Recreation Department representative; Real Estate agents; bumper stickers; Chamber of Commerce for information; library card and information from local library; 10 Most Wanted List and posters from Police Department; postal rates; Priority Mail package; stamps for collectors, driver's license forms and handbooks.

NEWSPAPER/MEDIA:

Mr. Rogers Neighborhood; Sesame Street; Carmen Sandiego; The Commish; LA Law; Matlock; Perry Mason; Columbo; local news networks; job line; local newspapers for calendar of events; local radio stations to listen for community activities.

GAMES:

Carmen Sandiego; County-opolis; City-opolis; made up names for specialized gam board; Monopoly; Bingo; Scrabble; crossword puzzles relating to community; Trivial Pursuit; Careers; Game of Life.

SITUATIONS:

Having to call police; 911 call; getting a driver's license; reporting change of address to different utility companies; renting a PO Box; setting up delivery of a newspaper; obtaining a library card; finding information on recycling garbage; set up garbage delivery; enrolling in school or in a community offerred class; finding sports activities for your children; checking out library books.

TASK/ACTIVITIES:

Read-a-thon; all-city tour; tour of government offices; class make up a crossword puzzle; take a look at the Civil Service exam; enroll in a community class (e.g. self-defense); Career Day; college or school tour; prepare questions to ask Chamber of Commerce speaker; have manager of a local fast food restaurant explain a menu and how to order; take a driver's education course; visit a bus, plane, or train station; field trip to local sports arena; visit a Little League game.

ROLE PLAY SITUATIONS:

Set up a post office; first day of school; reporting a problem to the sheriff or polic; explain a problem to the landlord; reserve a community or park facility.

UNIT GRID – THEME/TOPIC: Community Resources

Situation/Setting	Speaking	Listening	Reading	Writing
Finding sports activities for your child (Teacher)	Call any city/community resource listed in yellow pages under recreation	understand information schedules/fees/due dates	Use yellow pages or local newspaper for recreation	
	Ask for information/brochures/ list of activities offered. Schedules/fees/age limits, etc.	Listen to scheduled offerings and understand requirements in advance.	Read brochures provided or newspaper for times/schedules/places designated for sports activities.	
	Ask for necessary forms/certificates (birth) appropriate equipment needed for sign ups.	Understand what physical things will be necessary for sign up.		Make a list of physical things you will need for sign up (money, fees, etc.
	Find out where field, community centers, parks are located. Ask for landmarks near you.	Understand and follow directions to the appropriate field, etc.		Write down schedule and directions to appropriate activity.
	Discuss rules/ask for rules/regs/ drop off time pick up time for your child as well as place	Understand the time frame of activity and when and where to pick up your child		Write down phone # in case you misunderstand each other or need to make a change.
	Discuss info pick up place and time to be picked up with child	Understand that you are thinking on same plane and are hearing each other		

UNIT GRID – THEME/TOPIC: Community Resources

Situation/Setting	Speaking	Listening	Reading	Writing
Go to library: 1. Library card 2. Check out books	1. Approach librarian - ask how to borrow books 2. Librarian as Speaker <-------->	Librarian tells how to get card.	Read instructions on card/form <-------->	Fill out application card.
	Telephone - How do I find library? What are the hours? Dialogue & Role Play	Listen to procedure for checking out reference books - vs - regular books.	Signs for shelving books	
	Ask how to find specific topic. "Strip Story" <-------->	Listen to movement and reading directions (Where do I find these books?)	Card Catalog "Pin Tail on Dewey" <-------->	Write numbers and titles you want to look for.
	Ask how to use and find resource materials.		Locate numbers, titles <---------->	
	Ask about handicap facilities for library usage. Flash Cards with Symbols	---------->	Round Table Read!!!!!	

UNIT GRID -- THEME/TOPIC: Community Resources

Situation/Setting	Speaking	Listening	Reading	Writing
Getting A Driver's License Go to DMV and get a Driver's License	Call DMV office and get address, hours and directions to office <---- Role Play	--->		
	Ask DMV what info. will be needed to obtain driver's license (ID, cost, types of tests) <----	Do a Role Play with a student who has already gotten a license ---->	Give students a Driver's Manual. Use flash cards showing terminology	Make a list of kinds of ID one can use.
		DMV tester to explain ID types (acceptable)	Eye exam - show chart - do actual eye exam	Give sample of questions found on written test.
Pamphlets on driving precautions	Rules and regulations of S.C. driving law <-------- Give Pamphlets	----->	Show road signs (actual)	
Point System	Point system in S. C. - explain and show how points add up <--------	----------><----------	---------->	
Car Inspections	Call and ask where cars can be inspected (S. C. Inspection Station) <----- Role play service man inspecting car (pass vs. fail)	------->	Show actual inspection sticker - use flash cards <------	Match car parts with definitions (parts that are used in auto inspection). ----->

PROOF OF NAME, DATE OF BIRTH AND SOCIAL SECURITY NUMBER:

Documents that will prove the applicants identity and social security number to the satisfaction of DMV Personnel are required prior to the issuance of any of the following:

- original driver license
- instruction permit
- duplicate license (see section FSR-216)
- citizen's transcript of driving record
- duplicate photo identification card.

Two or more of the following documents must be presented for identification,w th at least one from the primary document group. Check block on application as to type of documents used as proof of identity, write additional type of documents in space below.

EXCEPTION-- When applicants between the age of 15 years 8 months and 18 years of age apply for an Instruction Permit or Original Driver License require only one document from the primary document group as proof of idenity.

Primary Documents:

- Birth Certificate (original or certified copy only)
- State issued car registration (Virginia only)
- Valid passport
- Military discharge paper (From DD214)
- Non-resident alien registration document (I-94)
- Virginia or state issued photo ID card
- Out-of-state driver's license
- "Resident Alien" Registration Receipt Card (Form I-551 or old for I-151)
- I-688 Temporary Resident card issued to persons who have been granted temporary residency under the legalization program.
- I-688A Employment Authorization (issued to illegal aliens who applied for residency under the 1986 immigration and Reform Act).

*EXAMS are in English and Spanish. Local sticker or decal is needed with Virginia Licenses. Inspection Sticker required.

Secondary Documents

- Transcript of school record
- Military identification card
- Permit to carry firearm
- Insurance policy
- Senior citizen card
- Draft registratioin card
- Home mortgage or lease papers
- Employee ID card (with photo and signature)
- Expired photo driver license
- Divorce papers or court order
- Marriage certificate

COMMUNITY RESOURCE

Department of Motor Vehicles

Goals:

- To know the address of DMV and how to get there
- To be aware that the instruction manual is in Spanish
- To know there is a three part test to obtain a driver's license - written, eye, driving
- To know the cost of a driver's license, plates, stickers, and how to obtain them
- To know that proof of vehicle ownership must be presented to get license plates
- To know what information an applicant must have to apply for plates, license, sticker

Activity Ideas

- For anyone wanting to take the driving test, go over essential vocabulary: stop, turn left, back up, u-turn, parallel park, etc. Also discuss car parts, turn indicators, windshield wipers, etc. Give instructions for "pretend driving", first in the class, then in small groups at a car. Eventually students could give each other directions as in a driving test.

- Get an eye chart and do mock eye exams.

LESSON PLAN

TOPIC: Getting a driver's license

LEVEL: High beginners

MATERIALS: driver's manual, handouts from Motor Vehicle Department, DMV books, sample eye charts (one for each student, all different), list of questions for DMV book treasure hunt, pictures of road signs (from DMV book).

LESSON AIMS: Students will be able to:
-understand procedure for applying for a driver's license
-be familiar with the three exams
-respond to appropriate instructions for eye exam

NEW LANGUAGE: Names of road signs

Warm-up: Show students the driver's handbook from the DMV and ask if they know what it is. Ask if any have friends or relatives who have taken the test.

Presentation: Ask if any have a driver's license. If they do, ask the steps they had to take to get it. List these on the board. If no one has a license, present the steps.

1. **Identification:** Ask if anyone has any identification, have them show it and tell how they got it. Brainstorm other types of ID, and list them on the board. Go over with students the types of ID accepted by the DMV (see attached) and have each student indicate which he or she will use.

2. **Tests:** List the three tests to be taken--written, eye exam and road test.

Written test: Give pairs of students copies of the driver's handbook and a list of ten questions with easy to find answers. Have the students look for the answers "treasure hunt" style. Show the students how to look for the information in the table of contents, headings, and pictures. Practice finding the answers to a few questions as a group, and then have students work in pairs to find answers.

Eye exam: Review alphabet with students. Put letters on the board, have them read the letters as a group, then have students stand in a circle and toss a bean bag randomly around the group. The one who catches it must give the next letter in the alphabet, referring to the board if necessary.

Next, put students in paris, and give each an eye chart. Have them take turns. The examinee will try to identify the letters on the chart, and the examiner will keep track of which are correct and which are incorrect.

Road test: Next, brainstorm with students the vocabulary used for instructions driving test: **stop, turn left or right, back up, u-turn, parallel park, turn signal, wheel, windshield wipers, lights.** Give students as a group commands using these terms. "Turn right, now stop, now continue, turn on your lights," etc, until the students know them. Students should respond with actions to the commands. Next, put student in pairs. Have them sit side by side in two chairs, and one will take the role of examiner, one of examinee. Give them a few minutes to practice role-playing the exam. Tell them to be sure to use each of the vocabulary items on the board. Then have pairs come up and act out their role-plays for the class.

Pair discussion--Review: Have students pair up. Student A will ask student B how to get a driver's license, and Student B will outline the steps, including getting the handbook to study, having the ID and the three parts to the test.

RESOURCE SHEET

TOPIC: Thanksgiving Holiday, dinner menu and culture

SONGS/POEMS/JAZZ CHANTS: Songs-*We Gather Together, Come Ye Thankful People Come,* Poems *Thanksgiving* by Hannah Garey and Thanksgiving Poems by Myral Livingston

QUOTATIONS/PROVERBS: Giving thanks is a course from which we never graduate. Many hands make light work. He who would eat the nut must first crack the shell. If you enjoy the fire, you must put up with the smoke. An apple a day will keep the doctor away.

IDIOMS: Let's talk turkey. Eat your heart out. Bring home the bacon. I'm stuffed. I could eat a horse. Cook up a storm. You eat like a bird.

STORIES/FABLES/FILMS: *The Plymouth Thanksgiving* by Leonard Wesigard; *Thanksgiving* by Margaret Baldwin; *Thanksgiving - Its Origin Celebration and Significance.*

TEACHING AIDS/REALIA: Cassette tape, cookbooks, magazines, pumpkin, ornamental corn, map of USA, glove, calendar, newspaper ads on Thanksgiving dinner prices, sample dinner invitations, and recipes for foods typically served on Thanksgiving.

NEWSPAPER/MEDIA: Thanksgiving Parade-pictures or video, TV cook shows and newspaper and magazine food ads.

GAMES: Concentration, 20 Questions, jeopardy, Categorizing, and games played by the pilgrim children.

SITUATIONS: Social customs, table manners, introductions, accepting/responding to verbal and written invitations, RSVP, and giving directions to home or dinner location.

TASK/ACTIVITIES: Table setting, seating dinner guest, emergencies (a choking guest).

ROLE PLAY SITUATIONS: Dinner party seating, telephone guest to invite to dinner, and serving

RESOURCE SHEET

TOPIC: Culture Holidays, Social Rules, Family Celebrations

SONGS/POEMS/JAZZ CHANTS: *It's a small world; Tradition; I'm getting married in the morning; A whole new world*

QUOTATIONS/PROVERBS: *When in Rome; It's all Greek to me; Fish and visitors smell after 3 days.*

IDIOMS: It's a small world; drop in; passed away; kicked the bucket; drop dead; dead as a doornail

STORIES/FABLES/FILMS: *Fiddler on the Roof; A Great Wall; Joy Luck Club; Avalon; Madeline stories; Around the World in 80 Days*

TEACHING AIDS/REALIA: body language, country flags, maps, *National Geographic*, globes, postcards, money

NEWSPAPER/MEDIA: travel section of the paper, travel log shows

GAMES: Where in the World is Carmen Sandiego, Where is Waldo, Concentration, Jeopardy

SITUATIONS: national holidays, days off, inappropriate questions, appropriate excuses, social customs, introductions, dating, punctuality, table manners, funerals, weddings, birthdays, gift giving, male/female customs

TASK/ACTIVITIES: create a culture night, demonstration of body gestures and sign language, how to set and use table

ROLE PLAY SITUATIONS: use phone to invite, dinner party at your house, spend 4th of July at home of an American friend, the student attends a funeral/wedding of an American friend (how does it differ from funerals/weddings in your culture).

UNIT GRID – THEME/TOPIC: Holidays

Situation/Setting	Speaking	Listening	Reading	Writing
Thanksgiving Intermediate	show pictures of Thanksgiving thing discuss <-----	--->		
	Have you ever traveled a long distance? <--------	------>		
	Read Thanksgiving story to group. Have them follow along on own copy <----	----------	Scan story and list food mentioned <----- ------->	------->
	Retell using chain story approach <---	----->		
	Show pictures of modern day Thanksgiving tables -----	----------	add new food to list ----- --->	-->
	Compare Thanksgiving with similar holiday in their culture -------	--->		What are you thankful for?

UNIT GRID – THEME/TOPIC: Culture - Dinner Party

Situation/Setting	Speaking	Listening	Reading	Writing
Dinner party	Telephone to invite Call to RSVP Role Play - - - - - >		Scanning invitation re: RSVP, dress, place, date, time, etc.	Writing: give occasion. Write an invitation Writing information on a calendar
			Skimming: Activity to distinguish between appropriate card for each event (anniversary, wedding, sympathy, etc.)	
	Plan a party. Decide on a list and plan menu. - - - - >			Menu list and guest list and grocery list
			3 pictures of people eating: write versions, write a dialogue and play it.	Write a dialogue from picture of party. Write story behind picture of party.
	Introduction and greetings appropriate small talk - - >			chinquapin: a dinner party Do a strip story of dialogue of small talk.
	2 party role play. Table setting, seating and etiquette - - - - >			Tourist etiquette: Have them write pamphlet for their country.
Wrap - up: Dinner party at Teacher's House	Group role play leave-taking Role play small groups leave the classroom.			

LESSON PLAN

TOPIC: Thanksgiving

LEVEL: Intermediate

MATERIALS: Handout of Thanksgiving Story, map, handout of Thanksgiving song, pictures of Thanksgiving

LESSON AIMS: To enable students to:

- Understand origin and meaning of Thanksgiving holiday
- Learn vocabulary related to Thanksgiving
- Identify Thanksgiving foods
- Compare Thanksgiving to holidays from students' cultures
- Plan a Thanksgiving meal

Warm-up: Show students Thanksgiving pictures (Mayflower, Pilgrims, table with food, map or globe to show the route traveled) to introduce topic and prepare for text.

Topic/vocabulary presentation: "Each of you traveled a long distance to come to this country. Today we are going to talk about another group of people who traveled a long distance." Distribute to students copies of the Thanksgiving story. Have them read along as the teacher reads aloud. Next have students read it a second time silently and underline words they don't know. Ask students for underlined words. Write on the board, and provide definitions and explanations.

Distribute to students a list of discussion questions on the text, and have them work in twos or threes to answer the questions. (Give only one handout to each group.) When they have finished, have the groups report back to the class on their answers.

Chain story: Have the students in the class retell the story as a chain story. The teacher will model by providing the first line. Each student should try to repeat what came before and add another line. Encourage students to use the new vocabulary words from the board. Allow them to retell the story in their own words, not try to remember the text word for word.

Planning a meal: Have students re-scan the text and find all the foods listed. Show students pictures of modern day Thanksgiving tables and add these foods to the list. Find out from the students which of them have eaten these foods and whether they like them.

Next, ask students whether they have a holiday in their culture similar to Thanksgiving, and have them tell what foods are eaten on that holiday. Have the students work in small groups again to plan an "International Holiday Menu". Once the groups have finished, have them post the menus on the board for comparison.

"I am thankful for..." Have the students individually write down something they are thankful for. Next, put the students in pairs, and have each student share with his partner what he or she is thankful for. Have each pair report back to the class what they learned about their partner.

RESOURCE SHEET

TOPIC: Weddings in Our Culture

SONGS/POEMS/JAZZ CHANTS: "I'm Getting Married in the Morning," "Here Comes the Bride," "A Bicycle Built for Two'" "I Will Wait for You," "Tea for Two," etc.

QUOTATIONS/PROVERBS: It takes a lot of loving to make a house a home. Something old, something new, something borrowed, something blue.

IDIOMS: Look at those two lovebirds!

STORIES/FABLES/FILMS: Cinderella, Snow White, Romeo and Juliet, Gone with the Wind, Love Story

TEACHING AIDS/REALIA: Audio cassettes of wedding music, video tape of a wedding, Bride magazine, etiquette book, wedding invitations, shower invitations, place cards, etc.

NEWSPAPER/MEDIA: Society section of newspapers, wedding/engagement announcements, write ups of weddings, news accounts of royal and celebrity weddings worldwide.

GAMES: A Day in the Life (Klippel, p.33) modified to be "A Day in the Life of a Bride", Mystery Date.

CULTURAL INFORMATION: Etiquette book and Brides magazine.

SITUATIONS: Walking with an usher, attending a shower, writing an RSVP, going down a receiving line, making a toast.

TASK/ACTIVITIES: Write an RSVP. Name appropriate gifts for three different kinds of showers.

ROLE PLAY SITUATIONS: Applying for a marriage license, attending a bridal shower, going down the aisle with an usher, going down the receiving line.

UNIT GRID – THEME/TOPIC: Culture

Situation/Setting	Speaking	Listening	Reading	Writing
Events surrounding a wedding.	Asking for directions to the wedding.	Listening to the directions and understanding them.	Rereading the note you took. <--------	Taking notes on the directions.
	Going through the receiving line.	Listening and repeating the names.		
			Reading the invitation	Writing an RSVP
	Discussing the <---- engagement with a friend.	---->	Reading the engagement announcement.	

Integrated Lessons
Level: Intermediate

Unit/Situation: Weddings in Our Culture

Traditions and circumstances surrounding weddings vary from one culture to another. We will discuss ours in a social context.

Objectives: Students will feel at ease when attending weddings and wedding events and will understand the wedding traditions in our culture. They may extend this to include the ways in which our weddings are alike/different from those in their countries.

Warm-up: Game: "A Day in the Life" (Klippel, Keep Talking, p.33). The game may be played one time, then amended to address a day in the life of a bride.

Presentation: Weddings and the traditions that surround them will be presented. The teacher will tell about weddings in the United States, then ask students to tell about traditions in their countries. Customs will be compared and contrasted -- with the teacher indicating that "different" does not mean "wrong". The concepts of contrast and compare will be introduced. Customs (father's giving bride away) will be discussed.

Focused Practice: Students will find a newspaper article about a wedding and decide what they would have needed to know in order to feel comfortable at that wedding. For example, was there a wedding dinner? Would the student have needed to ask directions? Would he have needed to be able to carry on a conversation with a dinner partner?

Communicative Practice: The discussion of weddings in different countries, the oral reading of the poem, "How Do I Love Thee," the practice of walking down the aisle with an usher, etc. integrate all of the elements of communicative competence.

Closure: Choose an engagement announcement from the newspaper and write an appropriate wedding announcement for that paper. Make up any details that you need in order to write the announcement.

Designing Listening Comprehension Exercises

1. Identify:

The Unite: Culture/Weddings in Our Culture

The Source: Real Life

The Purpose/aims (in terms of Communicative Competence):

Social Skills Development

Proficiency Level: Intermediate

2. Pre-Listening Activities: Listen to an engagement announcement to determine the who, when, what, and where. Listen for unfamiliar words.

3. Listening Activities (247-249 in Brown)

Top-Down Activities (Extensive) To identify the speaker and find the main idea of each song. "Get Me to the Church On Time," "Tea for Two," and other songs may be used.

Selective Activities Listen to a series of sentences. Tell whether each is polite or impolite. Turn each impolite sentence into one that is polite.

Intensive (Bottom-Up) Teacher will read poem, "How Do I Love Thee," by Browning and have students circle the unstressed function words with their own copies.

4. Follow-Up

Any of the Communicative Activities Listen to the wedding vows on a video of a wedding or a movie which includes a wedding. Discuss the vows; which would you want to use? Not use? What vows would you add?

5. Variations/Other possible focal points Use cloze exercises to fill in the missing key words in sentences about weddings and wedding traditions.

UNIT GRID – THEME/TOPIC: Culture

Situation/Setting	Speaking	Listening	Reading	Writing
Surprise Party	Compare and contrast USA to the student's native country			Have students make invitations (who, what, where, etc.)
Options: Retirement	Pair or role play inviting people to party by using the phone. ------	Select cassettes or CD's appropriate to the theme ------> -------	---->	Spider Web: Occasions for a surprise party
Baby Shower	<------	----------	-Prepare and give a ------ "toast" for the host. Discussion of similar toasts in native country.	----> Pairs or Group: Party Words
Graduation	<-----	---------- Grab bag: Gag gifts - samples and explanation	----------<----------	---- Write a limerick for occasion
Promotion	<-----	---------- ------- Jazz Chant: "Fred Gave A Party"	--->Draw map to party site -------	-----> Prepare: menu, decoration
Trip: Bon Voyage	Brainstorming: Invitation list (the host may not know the people to invite).	Theme version of "Pin the tail on the donkey".	Matching: American Party Customs 1. giving gifts 2. playing games 3. "BYOB"	Cloze: "At a _____ party, we celebrate 25 years of service to a company".
Honeymoon	Demonstration: Setting a table 1. use for vocabulary 2. where does the plate go?	20 Questions: Presents I'm thinking of ...	<-------	---- Society Page: Write a summary of the party

Lesson Plan

Topic: Culture/ Birthday Party

Level: Low intermediate

Objectives: To read, understand, and respond appropriately to an invitation. To use can and can't to respond to an invitation. To use interrogatives.

Warm-up: Group discussion of invitations and birthday parties.

Presentation:

1. Reasons for an RSVP.
2. Discuss appropriate responses to an invitation by phone or answering machine.
3. Have students categorize replies as appropriate or inappropriate when read to them by the teacher.

Focused Practice:

Teacher/student interaction with students answering questions read by teacher.

Communicative Practice: Role play. Teacher gives students a basic scenario, and students create role play from the scenarios.

Closure: Students create an invitation to a party.

Variation to Warm-Up:

Put students in small groups and give them several invitations and some questions about the invitations. They discuss in groups.

Variation to Closure:

In groups, discuss the differences between birthday parties in the US and those in other countries.

UNIT GRID -- THEME/TOPIC: Culture

Situation/Setting	Speaking	Listening	Reading	Writing
Events surrounding a wedding.	Asking for directions to the wedding.	Listening to the directions and understanding them.	Rereading the note you took. <--------	Taking notes on the directions.
	Going through the receiving line.	Listening and repeating the names.		
			Reading the invitation	Writing an RSVP
	Discussing the engagement with a friend. <----	---->	Reading the engagement announcement.	

Lesson Plan

Topic: Culture/ Birthday Party

Level: Low intermediate

Objectives: To read, understand, and respond appropriately to an invitation. To use can and can't to respond to an invitation. To use interrogatives.

Warm-up: Group discussion of invitations and birthday parties.

Presentation:

1. Reasons for an RSVP.
2. Discuss appropriate responses to an invitation by phone or answering machine.
3. Have students categorize replies as appropriate or inappropriate when read to them by the teacher.

Focused Practice:

Teacher/student interaction with students answering questions read by teacher.

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Closure: Students create an invitation to a party.

Variation to Warm-Up:

Put students in small groups and give them several invitations and some questions about the invitations. They discuss in groups.

Variation to Closure:

In groups, discuss the differences between birthday parties in the US and those in other countries.

Lesson Plan

Topic: Culture/The Fourth of July

Level: Intermediate
(Lesson should be held a day in the week of July 4th)

Objectives: The students will be able to:
-Know why we celebrate the 4th
-Know how we celebrate the 4th
-Learn the "language" of the 4th
-Properly use habitual present
-Compare/contrast
-Organize ideas in writing
-Describe characteristics
-State preferences
-Ask/give reasons
-Contradict

Materials needed:
Pictures of the US flag, a parade, fireworks, neighborhood baseball games
Pictures depicting or representing some of these:
1. bondage, persecution, unfair taxation, no right to self-defense, no religious freedom
2. religious freedom, justice equality, fair taxation, freedom of speech, liberty, pursuit of happiness (wedding couple), right to defend ourselves.

Large index cards with the above concepts written on them

Tape of John Philip Sousa's patriotic music, Lee Greenwood's song "God Bless The USA".

Before class:
Have a "web" on the board with a picture of an American flag (with July 4 written over or next to it) in the middle with four legs out to four pictures of fireworks display, a parade, a picnic, and a neighborhood baseball game. Leave enough space for students to brainstorm language around these pictures. Begin playing patriotic music by John Philip Sousa in the background.

Warm-Up:
As students arrive for class, be playing patriotic music in the background. Elicit from the students what the pictures on the board depict. Tell them that today we are going to learn about how and why we celebrate the 4th of July. Divide the class into four

groups or pairs. Assign each group to one of the four pictures on the board. Tell each that they have 2-3 minutes to brainstorm any vocabulary, activities, items, any words related to the event in the picture. Teach would encourage students to draw a picture if they cannot think of the English word or would help them guess, giving them the vocabulary as they described or pointed to it. Have each group "present" their brainstorming around their picture.

Presentation:

Part A:

Let other students add to the brainstorming lists from warm-up, if needed. Insure that the students know how to pronounce and know the meaning of the brainstorming vocabulary.

Part B:

On the wall or another board or on two piece of paper on the wall, write in big letters these two heading with space in between, like this:

BEFORE JULY 4, 1776, WE HAD NOW WE HAVE

Explain that it is important for students to know why America gained independence from England in 1776. Give students a picture representing some of the following: bondage, persecution, unfair taxation, no right to self-defense, no religious freedom, religious right to self-defense. Have each student place the picture under the heading they think that their picture belongs under. Tell them they are to think whether Americans had a right to that concept before or after independence.

Then hand each student a card with matching word/phrase for one of the pictures. Have them put the word/phrase under the picture they feel it describes or represents. Have those with no clue to wait; process of elimination will help. Have them double check to see if their word and picture are under the right heading.

Teacher should help students in this whole process, being sure to use the language of the headings (ex.: You think now we have bondage in America?)

As a whole class, write simple definitions where necessary.

Focused Practice:

Pair students. Give each pair one handout where they would practice the habitual present (see handout #1).

After students have completed the first fill-in-the-blank paragraphs, check together, as a class, any difficult spots. Then each pair, using the cloze paragraphs as models, write their own paragraph about what we do or see at a parade.

Have random pairs read their paragraphs to the class.

Less Controlled Practice:

have students interview one other person (different from above partner) about a holiday similar to July Fourth in their country. Have students listen for proper use of the simple present. interview questions on Handout #2.

After completing the interview, each partner is to tell what holiday their partner shared about and either what they do or what they eat on that holiday.

Communicative Practice:

Activity A -- Ranking:

Step 1: Write the following list of characteristics on the board or OHT:

religious freedom
justice
equality
fair taxation
liberty
pursuit of happiness
right to self-defense

Each student should think about how important he considers each characteristic. These are characteristics of a country, ideals that people fight for. He then should rearrange the list on his own piece of paper in order of importance, starting with the most important characteristic.

Step #2

Put students into groups by giving out cards with pictures of things related to the Fourth of July. Students match pictures to find groups.

Students talk about rankings in groups. A group ranking-consensus should be reached.

Step #3 (optional)

The whole class aims to find a ranking order for the characteristics which everyone agrees to.

Activity B -- Scheduling/Planning for the day of the Fourth

In groups of three, students are to plan what they would like to do for this July 4th. Using handout #3, each group is to use the web on the board and any of their own ideas to plan the events they will participate in on July 4th.

Closure:

Listen to the last three choruses of Lee Greenwood's "God Bless The USA." Elicit from the students why he says he is proud to be an American. Then, discuss, as a class, why they think Americans are proud of their country. Optional: in a circle, limit the time each student shares with a sparkler burning out while they talk. Give each an American flag as they leave.

RESOURCE SHEET

TOPIC: Education

SONGS/POEMS/JAZZ CHANTS:
"School Days, Dear Old Golden Rule Days"; "Mary Had a Little Lamb"; "A Dillar A Dollar"; "No More Pencils, No More Books"; "Be True to Your School"; "Schools Out"; (Alice Cooper)

QUOTATIONS/PROVERBS:
"All work and no play..."; If you think education's expensive, try ignorance. Never stop learning. Reject not your mother's teaching (Prov. 1:) A little knowledge is a dangerous thing.

IDIOMS:
sharp as a tack; dumb as a post; dunce cap; teacher's pet; smarty pants; goody-goody two shoes; brain; nerd, study hall; stay after, cut up in class; class clown, talk back, sass; cuss; sit still; act up; act out; pick on; get out of line; put down; holy terror; pay attention; daydream; fool around; play around; goof off; time out.

STORIES/FABLES/FILMS:
various books for young children about starting school; Dead Poets' Society; Blackboard Jungle; To Sir, With Love; Up the Down Staircase

TEACHING AIDS/REALIA:
Release forms and permission slips; report cards; lunch and milk tickets; educational records from various levels; school handbooks/manuals from various levels; college catalogs; technical college info; private school ads and info packets; day care and preschool ads and info; school newsletters, yearbooks; teachers' notes to parents; registration forms; vaccination cards, birth certificates, green cards, proof of residence samples (e.g. lease); schedule card; school lunch menus; registration/enrollment notices; test/vacation schedules; school bus route information.

NEWSPAPER/MEDIA:
articles about local schools and educators; videos and audiotapes of school closing notices (for weather) from TV and radio; clips from sitcomes, dramas, and documentaries on schools and education issues; articles in parenting magazines.

GAMES:
Head of the Class; Life

CULTURAL INFORMATION:
academic year calendar; grading system; school levels and grade structure in district; teacher preparation, school security; disciplinary practices and laws; carpool line.

SITUATIONS:

(May relate to self as student or to one's children) Choosing a school; enrolling; findout out if school is closed for weather; solving academic and disciplinary problems; routine teacher conferences; reading, signing, acting on notes from school; advancement/promotion/holding child back; volunteering; understanding dress codes; handling absences; early pickup/late arriving; joining/attending PTA; extracurricular activities; parent involvement in child's homework.

TASK/ACTIVITIES:

Request info/forms by phone or in writing; provide personal info orally; fill out forms; discuss past educational experiences; negotiate coursework/schedule with counselor/advisor; schedule meetings/conferences; discuss problems at home; request specific help; read test results/psychological reports/report cards.

ROLE PLAY SITUATIONS:

Call to report absence; write absence note; contact community resources; take your child to school and enroll him for next year; call the school to report that your child will be absent and explain why; come to school during the day to pick up your child early, and explain why; your child is sick and the school calls you to pick her up early; the principle calls to tell you that your child is causing problems in class.

UNIT GRID – TH[illegible]E/TOPIC: Education

Situation/Setting	Speaking	Listening	Reading	Writing
Enrolling your Child in School.	Asking for information needed to enroll child from school official. <--------- Strip Story-sequencing enrollment procedures	---->	Read information sheet about fees owed for school supplies and school activities.	Obtain copy of child's birth certificate and visas and passports and health certificates.
	Talk to neighbor-Where are schools? ------> Picture That- Create a story/picture describing a typical day enrolling your child.	Listen for names, directions to schools	newspaper-resource for school schedules, lunch menus.	Fill out registration forms for each child.
	Talk to classroom teacher <---------->		Get list of supplies you need to buy. Mystery Box Realia -school supplies child will need.	Know how to write teachers' names for sending notes to school.
	Talk to Doctor or Health Department for "shot" information.		Newspaper-Sales on school wardrobe. <-------->	Make up a Cinquain about school.

UNIT GRID – THEME/TOPIC: Education

Situation/Setting	Speaking	Listening	Reading	Writing
Dealing with School Routines	Dialogue to learn vocabulary. Role play as final wrap up. Analyze excuse / reason list. approp?Match absence with reasons.	Role play. Tape to listen to question and answer. Cloze (beginner) Listen for main idea. Making inferences (callers feel expectations)	Read samples absences notes and doctor's excuses. Scanning for details: duration and reason for absence. Discuss form and content of these notes	Cloze exercise on absence notes from a list of facts, write a fall note including those faces. An absence note relating to same events.
		Listening for specific info. Tapes from TV news, radio checklist of schools to listen for weather.	Read newspaper weather reports to get familiar with vocabulary. Read series of weather reports and determine which days they should listen.	
	Pair work with a school map completing half maps; following partner's directions. Sub. drills I need/want/would like context with people pix.		Sample signs from schools re: getting visitor's pass, reporting to office, etc. News articles on school security problems, skim, scan, discuss	Write a letter home to family about differences in school security between US and native country. Concerns for your child.
	Problem posing re: school security		school manuals, flyers, regulations on pick up times, parent visits etc.	
	Schedule - meshing activity (info gap) Vocabulary development with picture activity names categorizing characteristics of various activities. Pair interview		Reading school flyers and community activity brochures, scanning for times, dates, activity types, matching to cards. Reading health release forms/permission slips	Taking notes from a phone conversation also asking questions about activities. Completing release forms. Transfer this info to your own calendar.

UNIT GRID -- THEME/TOPIC: Education

Situation/Setting	Speaking	Listening	Reading	Writing
Dealing with school routines	Calling to report absence Requesting absence excuse from doctor	School calls to report truancy		Writing absence note to teacher
	Explaining early pickup getting visitor's pass taking forgotten lunch, coat, homework	Radio / TV weather conditions/ closing - - >		
			Notes / info on field trips, photos, assignments, schedule changes	
			Report cards - grades, teacher's comments	Comments on report card
	Asking for info on extracurricular activities - - ->		Release forms	Signing up for extracurricular activities
			Teacher's notes on school supplies needed sale flyers on supplies	

UNIT GRID -- THEME/TOPIC: Education

Situation/Setting	Speaking	Listening	Reading	Writing
Dealing with school routines	Brainstorming the supplies used in our classroom Memory game- tray with objects for them to name	Word picture marching vocabulary Twenty questions on supplies	Read teacher's note re: school supplies scan for specific terms. Read sale flyers- scan for items and prices	Make shopping list based on notes from 3 teachers for family's kids - or older child's subject teachers
	Describe the grading system in your country	Translate numeric (5) grades into letter grades Given list of % average your grades into a letter grade.	School manual info concerning grading and promotion/retention. Cultural info on role of grades in our school system.	Compare / contrast home country and US grading systems and philosophies concerning grades and evaluation
		Sitcoms with episodes concerning grades school problems	Read a report card and discuss child's progress over year, compare success in various subjects.	
			Sample notes - skim for main idea; scan for details; recommend action.	Completing forms to be returned on these notes.

UNIT GRID -- THEME/TOPIC: Education

Situation/Setting	Speaking	Listening	Reading	Writing
Dealing with School Problems		Teacher/principal calls re: discipline problems or academic problems	Teacher's notes re: problems with academics or discipline	
	Request a conference with teacher			
	Requesting special help for academic or ESL needs----->		Reading test results	Responses to teacher's notes
			School manual on service, professional help - Disciplinary codes and rules	
			Suspension notices, expulsion	
	Routine parent - teacher conference			

UNIT GRID – THEME/TOPIC: Education

Situation/Setting	Speaking	Listening	Reading	Writing
Dealing with School Problems		Vocabulary building: apologizing, accepting, responsibility, showing concern		
	Modal aux. for polite requests: transformation drill, response drill. Dialogue student create brainstorm reasons for conference. - - - >		Parents' magazines on parent teacher conferences skim scan comprehension - - ->	Comprehension questions keep a school journal Aug./Sept. problems with kids starting, teachers
	Vocabulary building - terms for talking about language / academic difficulties.		Case study. Children's books about bilingual kids as conversation starters.	
	Personal sharing about own and kids problems while using English integrating. Case study. Listening comprehension - - - >			
	Voc. building - brainstorming and add to subject areas, ability levels, terms for progress and problems		School manual brainstorm about content	

UNIT GRID -- THEME/TOPIC: Education

Situation/Setting	Speaking	Listening	Reading	Writing
Enrollment/Registration	Asking for information about opening dates, enrollment procedures, papers you need to bring - - ->		Newspaper announcements of enrollment / opening times	Filling out forms
	Meeting teacher - - >		Read forms to be completed: contact, insurance, fees	
	Requesting special help for ESL - - >		Info sheets on fees, requirements, etc. policy forms, school manual	
	Requesting info on hours, buses			
	Giving info on past education experience			
	Requesting directions within building - - - >			
	Role play asking neighbor about where kids go to school how to find, etc.	Information gap - pair practice - secretary and parent	Map of school enrollment areas, zoning changes, news articles about new schools in district, who	

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Education
Situation: Dealing with School Problems
Level: Intermediate
Time: 15 minutes
**see Klippel pages 96 ff. for more information on this type of game.

Procedure:
Divide class into groups of four. Each group receives the same task.
Task: You received a note from school concerning your child's behavior problems. List ways to help the school community help your child's problems.

Variations:
After groups discuss the task, the whole group shares possible solutions.

Unit: Education
Situation: Enrolling in School
Level: Intermediate
Preparation: Review vocabulary
See Klippel, pages 102 ff. for more on problem solving activities.
Time 10-20 minutes
Procedure:
Tell students: "You are planning to enroll your child in the first grade. What items and information do you need to know in order to accomplish this task? Make a list of six to eight things you think are necessary for enrollment."
Students pair up to compare lists and create a combined list of six common items.
In groups of four, students compare their list, choose six most important items by consensus, and then rank their list.

Variations:
Make a list of items children need their first day of school.
Make a list steps necessary to obtain immunization records.

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Make a list steps necessary to obtain immunization records.

Listening Comprehension

Unit: Education
Source: Phone, Weather Channel
Level: Beginner

Pre-listening:

Introduce weather vocabulary and symbols used on a weather map. Match appropriate clothing to different weather pictures.

Selective Activity:

Use a recording of a phone call for time and temperature. Get time and temperature and write it down on a classroom calendar.

Follow-up:

Take a field trip to a local TV station. Visit the "weather" area. Have TV/radio personality visit the class and talk about the weather.

Variations:

Watch weather channel. Listen for forecast. Discuss how to dress and how to dress children. Compare weather in the US and in students' home countries.

Begin with Limerick:

There once was a girl named Jane
Who liked to stand out in the rain
While out in the sprinkle
She started to wrinkle
We think that she is quite insane.

Listening Comprehension

Unit: Education
Source: Video/Comic strip
Level: Intermediate

Pre-listening:

Use Peanuts cartoons of school situations. Cut into strips or frames and have the students sequence them.

Top-down:

Listen to excerpts from a sitcom about education (The Cosby Show, Different World, Full House). Have students find the main idea.

Selective activity:

Answer detailed questions about the clip.

Follow-up:

Role-play: Give the students a situation to act out, or have them take the roles of characters in the clip.

Discussion: Ask the students what they would do in similar situations. How would they handle it as student, teacher, or parent?

Variations:

Let students fill in the vocabulary or dialogue for the cartoon strip. Watch a clip from a sit-com without the volume up. Predict the dialogue based on the interaction of the actors. Then play the video with dialogue. See how close the predicted dialogue is to what was really said.

RESOURCE SHEET

TOPIC: Emergencies: medical; natural disasters

SONGS/POEMS/JAZZ CHANTS: Jazz chant-emergency procedure

IDIOMS: Give someone a hand, keep an eye, foot the bill, count someone, first things first, we just got wind of it, robbing Peter to pay Paul, no man is an island

STORIES/FABLES/FILMS: Earthquake, Towering Inferno

TEACHING AIDS/REALIA: maps; tape recorder; TV, 911; earthquake centers; hurricane tracking charts; emergency supplies; first aid kit; power supplies; telephone books.

NEWSPAPER/MEDIA: articles about Hugo and Andrew, video

GAMES: field goal, future lotto

SITUATIONS: hospital Emergency Room, and accident (call EMS), fire, hurricane, when you have a workplace accident, work place safety, personal safety (fire, robbery)

TASK/ACTIVITIES: practice hurricane emergency readiness with pictures, write a newsflash about natural disaster, role play an accident with operator, emergency room attendant, job supervisor

ROLE PLAY SITUATIONS: an accident - write skit

RESOURCE SHEET

TOPIC: Emergencies/Hurricanes

SONGS/POEMS/JAZZ CHANTS:

Summer Storm; The Ocean; The Tempest; Ye Mariners of England; Strange Wind; Row, Row, Row Your Boat; The Edmund Fitzgerald; Gilligans Island; Erie Canal

QUOTATIONS/PROVERBS:

Where there's a will there's a way; This, too, shall pass; A day late and a dollar short; Better safe than sorry; A day at a time; Walk before you run; Better prepared than sorry; Be prepared..

IDIOMS:

Pull together; touch and go; make ends meet; go to pieces; scared out of my wits; howling wind; keep an eye out; give someone a hand; Hell behind the storm; rising from the rubble; choked up; lump in my throat; keep us on our toes; storm tipped the balance of nature.

STORIES/FABLES/FILMS:

videos on Hugo and Andew; videos on Hurricane Prepardness from local county emergency agencies; *The Old Man and the Sea"; "Mutiny on the Bounty, The Caine Mutiny, The Little Mermaid; Sea Quest; 20,000 Leagues Under the Sea; The Boy Who Sailed Around the World; Atlantis.*

TEACHING AIDS/REALIA:

brochures from various emergency agencies; newspaper and magazine articles on hurricanes; interviews with people who have been through hurricanes.

NEWSPAPER/MEDIA:

automobile magazines; car/truck advertisements; driver's manual

GAMES:

Screen Game called *Sim City 2000; Hugo Game; Hurricane Bowl; Jeopardy*.

SITUATIONS:

what to do before, during, and after a hurricane; coping with children's reactions to hurricanes; use a hurricane tracking chart; plan your evacuation route; coping with pets during a hurricane; guidelines for senior citizens during a hurricane; make a family emergency plan; make an emergency kit.

ROLE PLAY SITUATIONS:

talk to a neighbor about hurricane preparedness; talk with your mate about how to handle children during a hurricane; call your local emergency agency to request information, interview a hurricane victim; meet with family members to discuss family emergency plan; be a TV reporter and interview people to see what they are doing to get ready for the hurricane; what it was like during the hurricane; etc.

UNIT GRID – THEME/TOPIC: Emergency

Situation/Setting	Speaking	Listening	Reading	Writing
Hurricane Prepardness Low/mid Intermediate				
	watch and discuss video showing warning <-------	------->		
	categorize what falls under watch and warning <----------	----------	------>----------	----->
	discuss in group what to do in hurricane situation <---	------>		

LESSON PLAN

TOPIC: Hurricane Preparedness

LEVEL: Low/mid Intermediate

MATERIALS: Video clip of hurricane Hugo

LESSON AIMS: Students will be able to:

- Read and understand what the different stages of hurricane preparedness are
- Explain how to prepare for a hurricane

NEW LANGUAGE: Hurricane, Storm surge, hurricane watch, hurricane warning, etc.

Warm-up: Show clips from Hugo video without sound. After clips, ask the class, "What were the clips about? Do you have hurricanes in your native country? Has anyone been through a hurricane?" Elicit responses, encourage students to talk about feelings associate with their experiences.

"On September 29, 1989 a hurricane call Hugo hit Charleston. Many people believed the media when they said Hugo was going to hit Charleston and prepared for it. Some people didn't believe and didn't prepare. Lives were changed overnight, some forever. Today we are going to learn how to prepare for a hurricane, because once again we are in the hurricane season which begin June 1 and ends November 30."

Presentation: Prepare three posters (or divide blackboard into three sections) labeled:

Be Prepared BEFORE the Hurricane Season:
When a "Hurricane Watch" is issued:
When a "Hurricane Warning" is issued:
(SEE ATTACHED)

Have the students work in pairs or groups of three. Beginning with the first category, distribute to students on slips of paper the items listed. In their groups, have them read the slips. If they do not understand any of the vocabulary, have them ask the teach. The teacher should circulate among the groups during this time. Once all the groups have understood their slips, have each group come to the front, read (and explain, if necessary) their items to the class, and then attach them to the poster or board under the appropriate category.

Follow the same procedure for categories two and three. During the course of this procedure, the teacher should note 10-12 KEY vocabulary items that students do not know.

After all the slips have been discussed, presented and organized, write on the board the selected vocabulary items. Stress to the students that they do not have to learn all the new vocabulary, but should learn the key items that will allow them to understand the main ideas of the poster. Have the students write down these words in their notebooks.

Focused Practice: The Hurricane Game
Divide the class into two teams (more if a large class). Give each group all 29 pieces of information from the poster on separate slips of paper in a basket. Have the members of the team take turns drawing slips of paper from the basket. After consulting with the team, the student will run to the board and place the slip in the appropriate category. Give the students a limited amount of time to do this. Once time is called, check to see how many are correct from each team. The team with the most correct wins!

Communicative practice: Have students work in pairs. Using the vocabulary they have written in their notebooks, have students practice telling each other what they would do if a hurricane was going to hit. Have a few volunteers share what they said with the class.

RESOURCE SHEET

TOPIC: Emergencies/Calling EMS

SONGS/POEMS/JAZZ CHANTS:
End of the Road; What a Difference a Day Makes; Dem Bones; Heart Attack; Head...Shoulders

QUOTATIONS/PROVERBS:
Give someone a hand; first things first; it is better to be safe than sorry; an ounce of prevention is worth a pound of cure.

IDIOMS:
pain in the neck; O.D.; under the weather; nose is running; laid up; catch a cold; blind as a bat; splitting headache.

STORIES/FABLES/FILMS:
911 TV show; Marcus Welby, M.D.; General Hospital

TEACHING AIDS/REALIA:
Telephone; telephone book; list of emergency; phone numbers; pictures of accidents; needing EMS; interview with an EMS dispatcher; Course on First Aid.

NEWSPAPER/MEDIA:
Articles about accidents where EMS was called; television stories about accidents where EMS was called.

GAMES:
Doctor; health trivia; operation.

SITUATIONS:
When to call EMS; who to call; what number to call; what information to give EMS; what to do after calling EMS; coping with the dispatcher not understanding your language or you very well.

ROLE PLAY SITUATIONS:
Deteriming when to call EMS; calling EMS for yourself; calling EMS for someone else; giving the information needed to EMS; talking with someone who has had to call EMS; meeting with your family to educate them on how to call EMS; making a plan of what to do after calling EMS.

UNIT GRID -- THEME/TOPIC: Emergencies

Situation/Setting	Speaking	Listening	Reading	Writing
Home emergencies	Role play: Accident happening Brainstorm items in first aid kit - - - - >			Questionnaire: usage of kit
	Realia: household kit - - ->	Video tape of emergency situation - - - ->		List of emergency contact #'s Work # of parent, EMS, poison control
Workplace emergencies	Setting: workplace safety	Listening and identifying safety alerts	Visual signs pertinent to plant - - - - ->	

UNIT GRID – THEME/TOPIC: Emergencies

Situation/Setting	Speaking	Listening	Reading	Writing
Car Accident	Brainstorm for accident chart- - - - - - - -> Role play emergency room voc/on the scene procedure./calling 911	- - - - - - - >	- - - - - ->	- - - - - ->
	Dialogue: personal information for admissions - - - ->	Realia: TV show 911	Medication advisory (prescription instruction)	Questionnaire: Personal medical history
	Dialogue: at scene of accident			

LESSON PLAN

TOPIC: Calling EMS

LEVEL: Low Intermediate

MATERIALS: Newspaper article describing an accident, with a picture, with EMS on the scene, handout of the questions that an EMS dispatcher would ask of a caller, video or audio clip from the TV program "911", information forms for students to fill out with personal emergency information.

LESSON AIMS: Students will be able to:
-Place a call to EMS
-Use new vocabulary related to medical emergencies.

NEW LANGUAGE: EMS, emergency, dispatcher, ambulance, victims, injury, shock, unconscious, relative, neighbor, bleeding, wound, accident, address, phone number

Warm-up: Show a picture from a newspaper or magazine of an accident. Have students discuss the accident, whether anyone has ever been in an accident or had to call Emergency Medical Services. Read the article and allow for some discussion.

Presentation of vocabulary: Write the new vocabulary on the board and have the students copy it into their notebooks. Discuss the vocabulary and define any words that the students don't know.

EMS, emergency, dispatcher, ambulance, victims, injury, shock, unconscious, relative, neighbor, bleeding, wound, accident, address, phone number.

Give the students the following scenario. "Accidents can happen at any time. I want to tell you a story about an accident. Two women were out shopping. One of them tripped in the parking lot, fell, and hit her head. She lost consciousness for a few minutes. When she came to, she could not move her foot. What should her friend do for her?" (Teacher will have to act this out and to make sure students understand the language.)

Have students as a class discuss what to do, making an effort to include as much of the new vocabulary as possible in their answers.

Role plays: Give to each student a list of questions that may be asked by a dispatcher. Have them practice in pairs, one being the dispatcher and one the caller. The dispatcher will ask the questions and the caller will give the necessary information. After the pairs have practiced together, have one or two pairs perform their dialogues for the class.

Next, give each student a picture or a slip of paper describing another emergency situation. Have them again in pairs do role-plays, taking turns being the dispatcher and caller. At the conclusion of this activity, a allow for some class discussion for students to tell whether or not they were able to discuss their situation and for other class members to make suggestions.

Listening: Have student watch a brief segment from the TV program "911". Ask them to listen for and write down as many of the new vocabulary words as they hear.

Closure: Provide students with a short form asking for the information they would need to give to an EMS dispatcher. Have each student interview his partner to fill out the form. (Name, address, phone number, others living at this address, etc.) After the forms are filled out, encourage the student to take them home and make sure that every family member know the number 911 and knows the information that would have to be given to the dispatcher.

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Emergencies
Situation: Calling EMS
Level: Intermediate

Time: 10-20 minutes

Procedure: Teacher explains the following. "Suppose you were home alone with a young child. He is eating a hot dog and it becomes lodged in his throat. You need to call EMS for help. What kind of information would you give the operator? How would you answer the questions? What type of questions might you be asked?"

Students could then role-play the phone call.

Listening Comprehension

Topic: Personal Security/Accidents
Level: Low intermediate
Source: 911 taped call

Pre-listening:

Do a web around the word "crime"
Show a picture of a crime scene. Have students brainstorm for adjectives.

Listening:

Top-Down Activity:
Listen to a tape of a 911 call. Ask students to find out what the problem was.

Selective: Re-play the tape and ask some students to listen for the location, some for the name of the caller (or other details).

Intensive Listening: Prepare a script of the call for the students. Have students listen for the progressive tense and circle it on the script as they hear it. (Variation: have students mark progressives IF they hear a full "ING." If "the g is dropped," they should ignore it).

Follow-Up:

Have students role-play a 911 call for various situations: poison, heart attack, fire, gunshot wound, burglar, etc.

Listening Comprehension

Unit: Emergencies
Source: 20 minute video of 911 program
Level: Intermediate

Pre-listening: Have a tape with emergency vehicles and radio sounds. Play for students. Ask questions about the sounds and the circumstances associated with them. Then, in groups of 3 or 4, have students define emergency, give examples, and describe how to respond in an emergency.

Selective Activity: On a handout, have a form like one the 911 operator would have. Have students fill out the form as they listen to the tape the first two times.

Intensive Listening: Have students listen to the tape again and write down any imperatives that they hear. (i.e. "Don't hang up, Open the door," etc.) Then practice the commands together.

Top-down activity: Use the information from the tape to prepare a lesson for third graders about emergencies. Let students work in groups to present a list of steps to follow; then they can present their advice to the whole group.

Follow-up

Role play. Give 1/2 of the students a paper describing an emergency situation. Give the other half a slip containing questions a 911 operator would ask. Have them present role plays in pairs before the class.

Variation:

Use the tape to practice narrating events in the past.

For beginners: Simplify the activities and do as a group rather than in pairs. Also, use TPR to practice commands from the 911 call.

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Emergencies
Situation: Calling EMS
Level: Intermediate

Time: 10-20 minutes

Procedure: Teacher explains the following. "Suppose you were home alone with a young child. He is eating a hot dog and it becomes lodged in his throat. You need to call EMS for help. What kind of information would you give the operator? How would you answer the questions? What type of questions might you be asked?"

Students could then role-play the phone call.

RESOURCE SHEET

TOPIC: Food

SONGS/POEMS/JAZZ CHANTS: *Fried Ham; Food Glorious Food; Spoon Full of Sugar; Found a Peanut; Ice Cream; Let Us Break Bread Together; Lemon Tree; Yes, We Have No Bananas; Day-Oh!; Sing a Song of Sixpence;* Oscar Mayer bologna song.

QUOTATIONS/PROVERBS: *Bread is the staff of Life; Way to a man's heart is through his stomach; Variety is the spice of life; Too many cooks spoil the broth; An apple a day keeps the doctor away; Kissing don't last, good cooking do; Jack Horner; Jack Sprat; Lil' Miss Muffet.*

IDIOMS: *I'm stuffed!; I could eat a horse; Eats like a bird; Toss your cookies; Cook up a storm; Hollow leg; Home cooking; Pig-out; Go bananas; Nutty as a fruitcake; Cool as a cucumber; Peaches and cream complexion.*

STORIES/FABLES/FILMS: *Green eggs and ham; Will Wonka and the Chocolate Factory; James and the Giant Feast; Captain Dellaney Mysteries; Fried Green Tomatoes; Breakfast at Tiffany's; Animal House; Babbette's Feast*

TEACHING AIDS/REALIA: food, menus, receipt pads, nutritional information charts, magnetic grocery board from Steck-Vaughn.

NEWSPAPER/MEDIA: food ads, Bill Cosby, cooking shows, food section of the local paper, Fruit of the Loom Guys, California Raisins, grocery inserts, radio school lunch program.

GAMES: Peas Porridge Pot, Alphabet game, 1 potato, hot potato, fruit basket turnover, grocery game, smell test, Go Fish (with food items)

SITUATIONS: going to the grocery store, going to the restaurant, going to the farmer's market.

TASK/ACTIVITIES: make a grocery list, taste tests, M & M game, sorting beans, doing comparison shopping, reading the menu, paying a dinner bill (adding in tip), using a recipe (writing, doubling).

ROLE PLAY SITUATIONS: ordering at a restaurant, ordering from the deli, special health needs (explaining food restrictions), locating specials in a grocery store, talking with grocery store employees.

UNIT GRID – THEME/TOPIC: Food - Restaurant

Situation/Setting	Speaking	Listening	Reading	Writing
Going to the restaurant	Brainstorm Discuss and choose - - - - - >	Listening for main idea from real commercials. Close activity : matching names of food to restaurant - - - - - ->	reading for details. Listing and choosing restaurant from a list. Use a phone book for a listing of restaurants.	Write a letter describing a special occasion in a restaurant
	Role play being seated. Smoking or non smoking - >	Listening to specials, listening for detains	scanning phone book for certain restaurants phone numbers, etc.	
	With partner, design restaurant and plan menus->		Reading menus (scanning)	Write menu for own restaurant or for home
	Compare customs with menu from another country Interview Telephone orders from menu - - - - >			Essay: Customs from your country
	Role play ordering from menu. Asking clarifying questions - - - - >	Take phone orders. Info gap forms or list for details - - >		Have server fill out order. Role play student taking another student's order
	Making complaints and requests Role play - - - - >		Reading the Newspaper restaurant reviews for details	Write a newspaper column, reviewing the last restaurant you ate in. Could take a field trip to a restaurant and do this together.
			Paying bill. Checking for accuracy. /figuring the tip.	Pay bill with check. Write the check.

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Food
Level: High Beginner

Preparation: Prepare three times as many index cards as you have students. Write the name of a food on each card.

Time: 15-25 minutes

Procedure:
1. Teacher tapes a card to the back of each student. Student does not see the card.
2. Students walk around the room, asking yes/no questions to find out what kind of food they are. They cannot ask any one person more than three questions. When someone guess what he is, he tells the teacher. If he's right, he will get a new card. The person who guesses the most cards in 15-20 minutes is the winner.

Lesson Plan

Topic: Food/Restaurants

Level: Low intermediate

Objectives:

Students will be able to do the following:

a. Read a restaurant menu.

b. Order a meal

Warm-Up:

Group students in three or four (seated at tables, preferably). Give each group a picture. Each team selects a writer. They create three sentences to describe what is happening in the picture. The teacher writes all sentences on the overhead or board.

Presentation:

Present the restaurant page from the Oxford Picture Dictionary. Discuss the vocabulary with the students. Bring in several menus. Go over the parts of the menu and the vocabulary with students.

Focused Practice:

Teacher leads the group as a whole in writing a dialogue between a waiter and a customer. Students can use the menus to make suggestions, and the teacher corrects forms as she writes the dialogue on the board.

Communicative Practice:

Have groups role play a restaurant and ordering from a menu. The other students should observe and take notes.

Closure: Give students jumbled sentence strips containing lines from a conversation between waiter and customer. Students should put the sentences in order.

Variations:

a. Read a book: Ina R. Friedman's How My Parents Learned to Eat.

b. Learn food idioms: You can't have your cake and it eat, too.

c. Teach money words and percentages for leaving tips.

d. Teach "too, enough" for making complaints:

My hamburger's not hot enough.

These fries are too salty.

Listening Comprehension

Topic: Food
Source: Song, "Cheeseburger in Paradise" (Jimmy Buffet)
Proficiency: Low Intermediate

Pre-listening: Show pictures of foods or show food models.

Top-Down Activity: Play the song. Have students listen for the main idea of the song.

Selective Activity: Have students listen for things that singer likes and things that he doesn't like.

Intensive listening: Have student listen for the names of food that are plural (count) and singular (non-count). They could circle these on a written list of foods mentioned in the song.

Follow-up: Have students explain to a partner their favorite meal. List ingredients.

Have students write a letter to the singer explaining why his cheeseburger is not a healthy idea.

Lesson Plan
Topic: food
Level: High Beginner

Objective:

Students will expand vocabulary related to the four food groups, focusing on adjectives.

Warm-up: "Food Group Mystery"

Divide students into groups. Each group gets a paper bag containing some kind of food. The students will feel the food and describe it WITHOUT LOOKING.

Presentation:

Each group will brainstorm five adjectives on paper for their given food group. Students will generate adjectives to be listed on the board. As the words are written, the group will pronounce each one. Opportunity to question definition of the words will be given.

Focused Practice:

Students will find a partner by matching colored papers given to them by the teacher. Partners take turns drawing cards containing names of food. Person who draw follows a pattern on the board:

Yesterday I had _____ for (name of meal). It was (adjective) and (adjective).

The partner tries to guess the food, saying "I think you are _____" (add an article if necessary).

The list of possible adjectives (including colors) should be on the board.

Communicative practice:

In a group, students will discuss what their favorite food is and why. They might also discuss what group that food is in.

Variation: Students in groups generate a list of favorite foods. They can then survey the class to see which foods are the class favorites.

Closure:

Students can begin to plan a meal using all four food groups.

Students write down their favorite recipe and describe its ingredients.

Lesson Plan

Topic: Food/Restaurants

Level: Low intermediate

Objectives:

Students will be able to do the following:

a. Read a restaurant menu.

b. Order a meal

Warm-Up:

Group students in three or four (seated at tables, preferably). Give each group a picture. Each team selects a writer. They create three sentences to describe what is happening in the picture. The teacher writes all sentences on the overhead or board.

Presentation:

Present the restaurant page from the Oxford Picture Dictionary. Discuss the vocabulary with the students. Bring in several menus. Go over the parts of the menu and the vocabulary with students.

Focused Practice:

Teacher leads the group as a whole in writing a dialogue between a waiter and a customer. Students can use the menus to make suggestions, and the teacher corrects forms as she writes the dialogue on the board.

Communicative Practice:

Have groups role play a restaurant and ordering from a menu. The other students should observe and take notes.

Closure: Give students jumbled sentence strips containing lines from a conversation between waiter and customer. Students should put the sentences in order.

Variations:

a. Read a book: Ina R. Friedman's How My Parents Learned to Eat.

b. Learn food idioms: You can't have your cake and it eat, too.

c. Teach money words and percentages for leaving tips.

d. Teach "too, enough" for making complaints:

My hamburger's not hot enough.

These fries are too salty.

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Food
Level: High Beginner

Preparation: Prepare three times as many index cards as you have students. Write the name of a food on each card.

Time: 15-25 minutes

Procedure:
1. Teacher tapes a card to the back of each student. Student does not see the card.
2. Students walk around the room, asking yes/no questions to find out what kind of food they are. They cannot ask any one person more than three questions. When someone guess what he is, he tells the teacher. If he's right, he will get a new card. The person who guesses the most cards in 15-20 minutes is the winner.

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Food
Situation: Preparing a menu for a picnic
Activity: Values Clarification
Level: Intermediate
Preparation: Prepare a survey about foods preferred for a picnic
Time: 20-30 minutes
Procedure:

1. Give each student a copy of the survey.
2. Have students move around the room, questioning each other for answers to the survey.
3. Discuss the results of the survey as a group and plan a menu based on group consensus.

Unit: Food
Situation: Selecting foods and following a budget
Level: intermediate
Preparation: Obtain results of survey from previous activity, grocery store circulars
Time: 15 minutes

Procedure:

In small groups, class takes one portion of the menu (dessert, main dish, etc.), grocery store circulars, and a budget limit. Their task is to make a shopping list and to determine how/where they can purchase the items on the list while staying within their budget.

RESOURCE SHEET

TOPIC: **Personal Security and Accidents**

SONGS/POEMS/JAZZ CHANTS:

Not Last Night but the Night Before (jumprope chant)
Smokey and the Bandit; Breaker 1-9 (??-CB song from 1970's)

QUOTATIONS/PROVERBS:

Crime does not pay. Accidents will happen. You can't be too careful.

IDIOMS: playing cops and robbers; Keystone Cops; a Chinese fire drill; mugged; a mug shot; run a red light/stop sign; hit and run; traffic jam; doing over_____m.p.h.; clocked you at _____; give you a ticket; write you up; speed up; slow down; fuzz buster; fuzz; pigs; DUI; under arrest; on trial; book him; read him his rights; put up your hands; keep them up; drive-by shooting; pick a lock; break down a door; force your way in; a break-in; a crow bar; pickpocket; to pick someone's pocket; to beat up; a lawsuit; by accident; on purpose; at the scene; scared to death; to be/get drunk; buckled up; to hit someone; run someone down; run over; run out of gas; run someone off the road.

STORIES/FABLES/FILMS:

TEACHING AIDS/REALIA: household inventory form; police report form; insurance policy; car insurance accident report form; city and county maps; insurance claims form; firearm purchase and registration forms; driver's license mock-up or old license; health insurance cards; public education brochures put out by police, fire dept., banks for ATM safety, etc.

NEWSPAPER/MEDIA: daily newspaper; "police/EMS/fire dept. log" section; articles on specific crimes and on crime problem in general; Rescue 911, NYPD Blue, Law and Order, Unsolved Mysteries etc. video clips; taped segments from old radio police and mystery shows.

GAMES: Clue; Sleuth

CULTURAL INFORMATION: role of police in community in different cultures; racial stereotyping and how it affects relations with emergency personnel; recognizing uniforms.

SITUATIONS: Assisting the victim in a crime. Requesting assistance as the victim in a crime or emergency. Reporting a crime/accident as victim and as witness. Buying and registering firearms. Dealing with an intruder in home. Choosing and buying insurance. Filing a claim. Beging arrested for DUI or traffic violation. False arrest. Asking about areas to avoid.

TASK/ACTIVITIES: Locating emergency numbers. Reporting accident or emergency by phone. Giving location. Describing situation/injuries/perpetrator. Answering police questions at scene. Requesting ID. Providing ID. Physically locating emergency services when driving. Reading fire extinguisher/smoke alarm instructions. Yelling for help. Seeking shelter/safe haven.

ROLE PLAY SITUATIONS: Filling out forms. Reviewing forms to be signed. Describe an accident you have been involved in. Requesting translator. Call the police to report a crime. Call your insurance agent and ask how to file a claim after a break-in at your house. Tell your roommate about the accident you saw on the way home.

UNIT GRID -- THEME/TOPIC: Personal Security and Accidents

Situation/Setting	Speaking	Listening	Reading	Writing
Reporting a crime	Describe the incident or event. Describe the people	Questions from police/dispatcher on severity, injuries, location, perpetrator, time frame	Forms prepared by police fromyour verbal report, checking content for accuracy	Filing out forms with personal information and info on crime
	Brief and detailed reporting - for phone vs. face-to-face <-----	----->		
	Reporting license #s and car description. Requesting interpreter <------	----->		
Being a victim of a crime. Break in / intruder pick pocket, purse snatching mugging				

RESOURCE SHEET

TOPIC: Health

SONGS/POEMS/JAZZ CHANTS: *Dem bones; Brush your teeth; I wish I'd looked after me teeth; Spoonful of sugar; Jeremiah; Smoke that Cigarette; This is the way you brush your teeth; I wish I was a little cake of soap; Bone song; Heart Attack; Found a Peanut; Head, Shoulders.*

QUOTATIONS/PROVERBS: *An apple a day keeps the doctor away; Early to Bed, early to rise, keeps a man health, wealthy and wise; Laughter is the best medicine; Feed a cold, starve a fever; In vain you stay up late; rise up early; God give his beloved sleep; You are what you eat.*

IDIOMS: Pain in the neck; OD; funny bone; sick as a dog; under the weather; catch a cold; nose is running; laid up; feeling blue; fit as a fiddle; splitting headache; toss your cookies; lose your lunch; as health as a horse; blind as a bat; pale as a ghost; strong as an ox.

STORIES/FABLES/FILMS: Mouse and the Lion; videos from public health; Marcus Welby, M.D.; General Hospital; Ben Casey; Lazarus raised by Jesus; leper stories; Chicken Little; Awakening.

TEACHING AIDS/REALIA: medicine bottles, thermometer, health supplies, first aid kit, personal hygiene things, doctor supplies, eye chart, food poster, syringe, stethoscope, sphygmomanometer, ,nutritional information on food.

NEWSPAPER/MEDIA: drug company posters, coupons for drugs, yellow pages ad for doctors, TV program "911", TV ad, "Nyquil for your sniffle, sneezes, etc. so you can rest medicine.", obituaries, Prevention Magazine, anti-smoking ads, "Richard Simmons TV Show".

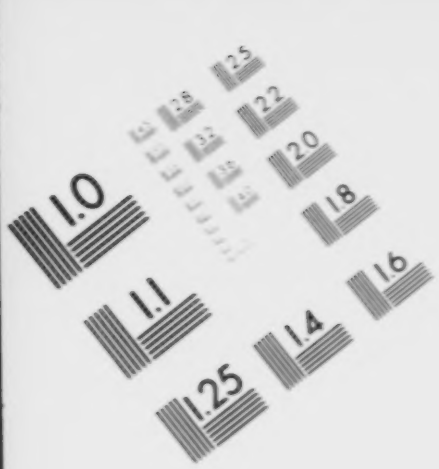
GAMES: Game of Life, charades, Twister, Operation, health trivia, health flash cards, Family Feud, association of medical terms

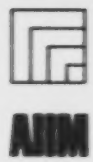
SITUATIONS: going to the doctor, dentist, clinic, drug store, home remedies, accidents, emergencies, call doctor or dentist for an appointment, at the doctor's office, at the drug store, at the health department.

TASK/ACTIVITIES: filling a prescription, insurance claims, listening to and following doctor's instructions, filling out forms, shopping list for home medicine and supplies, reading medicine bottles and instructions, writing medical history, create chart for medicine intake schedule, reading/responding to an appointment card, call to make an appointment, learn basic medical terms, body parts, etc., learn names of medical professionals and names of medicines (aspirin, Ex-Lax, etc.), create a commercial on health goods, visiting someone in the hospital, filling out forms at a hospital, tour of hospital, interview a public health nurse, design exercise routine, fill out medial info. sheet, teach CPR or first aid.

ROLE PLAY SITUATIONS:

- talk to doctor, dentist, or clinic nurse and give symptoms
- go to the drug store to buy medicine or fill a prescription
- your neighbor's son has skinned his knee, give her some advice
- you have had a minor accident, talk to the person who hit you and see if everyone's OK
- tell the 911 dispatcher that you wife is having a baby
- your husband is going to the drugstore, tell him what to buy to prepare for flu season
- making an appointment for the doctor over the phone
- go to the appointment, interaction with nurse





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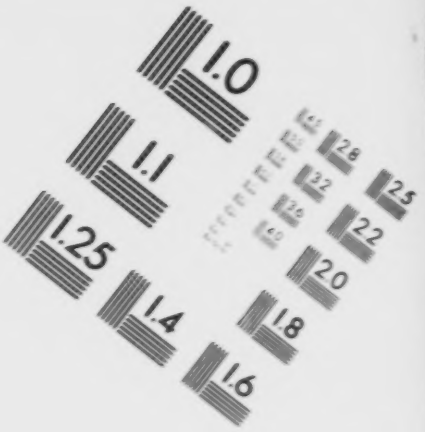

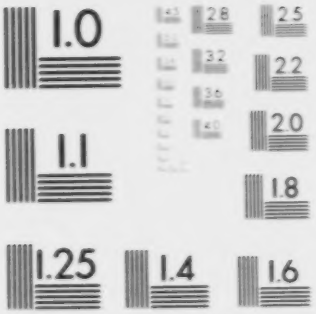

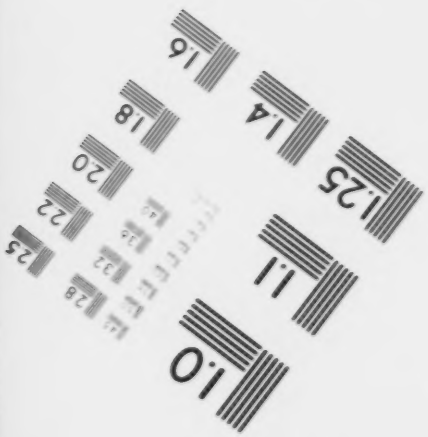

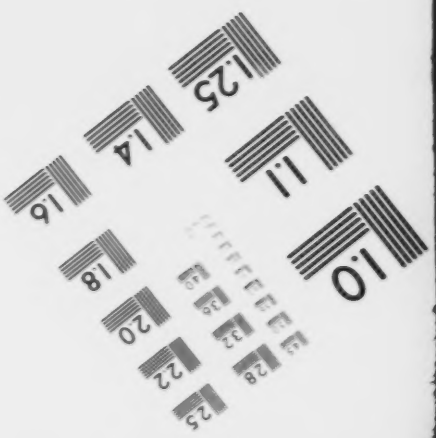

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UNIT GRID -- THEME/TOPIC: Health

Situation/Setting	Speaking	Listening	Reading	Writing
Going to the Doctor	Quotes, idioms, pictures of figurative meaning in strip of literal and fig. meaning - match in grps			Write a dialogue where idioms or quotes are the punch line.
	Introduce symptoms, etc. using realia (categories)		Have partner or class guess activity card	Make category cards for different diseases; words to be guessed are the symptoms
	Call to make an appointment. Role play		Read a calendar	Make notation on calendar
	Talking to doctor or nurse. Chain story One group listens, the other talks ---->		From story make comprehension questions to ask ---->	Take notes about chain story
	Brainstorm type of doctor for medical situations using pictures--make concentration game---->		Look up categories in yellow pages---->	Label types of doctors
	Ask questions about the bill to the receptionist--->		Read the bill--->	Write a check

UNIT GRID – THEME/TOPIC: Health

Situation/Setting	Speaking	Listening	Reading	Writing
Accident/emergency	Brainstorm different types of accidents ----->		Read description and have students guess the type of accident	Write description of accident using identifying term.
	Share individual experiences----->		Do matching game----->	Name of individual and his/her experience. Make into matching game.
	Brainstorm who to call in an emergency --->		Who to call if someone is hurt----->	Cloze exercise for people to call in air. emergency
	Role play phone call 911		Scan/skim phone book and answer comprehension questions ----->	
	Give directions. Grid of city one labeled and one not		label map when you hear directions----->	
	Pairs to answer when medical personnel arrive. One sided dialogue---->		Picture and have students write questions to ask. Trade questions and answer them---->	
			Have sequence of pictures to illustrate an accident, put in order, write description of picture, match ---->	

UNIT GRID THEME/TOPIC: Health

Situation/Setting	Speaking	Listening	Reading	Writing
Going to drugstore	Brainstorm for types of items found in this store	Pictures of items Who has toothpaste? and then ask? pertinent to the item ----->		Paste picture on 3 x 5; write name of item from flash card
	Give direction for where specific items are found	Have map and mark item on map from instructions on tape--->	Read map and ask Where is the -----?	Write name of item on its location
Talking to pharmacist	Introduce voc. needed to talk with pharmacist (brainstorm)			Make a list of questions to ask pharmacist
		Record unfinished dialogue stop tape and have students supply appropriate answer		Have groups of students write dialogue and then perform
	Call pharmacy to ask for price of prescription (role play)		find information in phone book	Write down for comparison
	Call pharmacy to order prescription (role play)		Read prescription to be aware of abbreviations, etc.	Have students write prescriptions for fun.

Listening Comprehension

Unit: Health
Level: Intermediate

Pre-listening:

Show a picture of an injured or sick person
Discuss vocabulary web or clustering for "sick"
Show samples of realia: aspirin, bandages, thermometer, etc.

Listening:

Have students listen to a pre-recorded conversation between a mother and a doctor. Have them determine what the problem is.

Before the students listen again, give them a list of comprehension questions. Let them skim the questions before listening. After they listen again, have them respond to the questions.

Follow-up:

Give each student pair an index card with a physical ailment. Students will be given a few minutes to prepare a role-play between doctor and patient.

Variations:

Role-play dialogue with pharmacist.
Role-play in the emergency room
Have students take notes as they listen to a doctor's instructions.

UNIT GRID -- THEME/TOPIC: Nutrition

Situation/Setting	Speaking	Listening	Reading	Writing
Dieting	Sharing success stories --what works	Listening for details in stories	Read booklets on dieting from Clemson Exchange/ reading recipes	Planning a week's menu
	Talking to doctor			
Food Groups	Groups of four -- draw a card and match to food groups	Food game/matching with adjectives		Keeping a daily journal of what is eaten
Understanding Ingredients	Dialogue with grocer or waiter	Guest speaker/ nutritionist	Reading food labels	Writing recipes
	Dialogue with a waiter (i.e. discuss a food allergy such as MSG)			Make out a grocery list

Listening Comprehension

Unit: Health and Nutrition
Level: Novice

Pre-Listening:

Have a nutritionist make a simple, healthy salad for the class from common fruits and vegetables. Students will eat the salad.

Listening:

Students will listen to a simple presentation by the nutritionist about the importance of a healthy diet. The students will write a simple sentence summarizing the main idea of the nutritionist's presentation.

Students will work in pairs to list nouns (ingredients) and verbs that were used in the speaker's presentation. As a whole, the class will review these vocabulary words and parts of speech.

Students will be given a list of sequencing words. Students will place the steps from the nutritionists recipe in sequence.

Follow-up

Groups of students will make their own salads. Each group will share their recipe with the class. (This could be done at the next meeting).

Variations:

Change from salad to another type of food

RESOURCE SHEET

TOPIC: Personal Information

SONGS/POEMS/JAZZ CHANTS: How do you do?

IDIOMS: Don't judge a book by its cover; blood is thicker than water; like father like son; if you want to know what your wife will look like at old age, look at her mother; the apple does not fall far from the tree.

STORIES/FABLES/FILMS: *Are you my mother? Tell me a story; Roots; Brady Bunch; 3 Men and a Baby; Home Alone*

TEACHING AIDS/REALIA: Genealogy stuff; recipes; family tree; family stones; *For Better for Worse* comics; baby pictures; family pictures; calendar; maps (local and native)

NEWSPAPER/MEDIA: comic strips; obituary column, birth column, marriage column, horoscopes

GAMES: Who's left the room; ID; survey; describe - guess who it is; interview

SITUATIONS: introductions at school parties, church, work; tell about your family; missing child; pets; directions to home

TASK/ACTIVITIES: family traditions; hobbies; personalities; daily horoscopes; create a tour for a visitor to your native setting; buy a birthday present for a family member.

ROLE PLAY SITUATIONS: introduce yourself; another to your family; to your native setting; report a missing child to police

UNIT GRID – THEME/TOPIC: Personal Information

Situation/Setting	Speaking	Listening	Reading	Writing
Greetings	Introduce voc. for formal and informal greetings --->			Draw maps of your apartment or house and take us on a tour. Draw directions for us to get to your house.
	Brainstorm greetings put on board. Model and role play. Formal greetings, when you intro. acquaintances.			
	Informal family and peers. ID greeting situations through pictures same and different--->		Read dialogue for pictures ---?	Write
	Sing a song of greeting (Games for all reasons)			Write skits for formal and informal introduction role playing.
	Idiomatic greetings listen to tape Role play			Write greeting for personal tour.
	Discuss cultural difference in greetings			

UNIT GRID – THEME/TOPIC: Personal Information

Situation/Setting	Speaking	Listening	Reading	Writing
Describing People	Intro vocab. for people description. Brainstorm adj. and adv. to describe - - - - ->		Bring in personal ad to read - - ->	Write your own personal ad for the paper for a companion
	Describe a student game *Great ideas, P. 4) Comparison using positive comparative, etc. model for class--->			
	Bring in baby pictures. Match with adult student		Bring in obituary to read	Write an obituary for someone you know.
	Generation differences skit (Great Ideas, P.4)		Match idioms and proverbs to pictures	
	Family tree presentation projects and personality bingo (Great Ideas, p.4)			Descriptive adj. Horoscope
	Mood pictures to match and describe realia and comic strips (Great Ideas, p.4)			
	Describe your child for purpose of ID. Role play - - - - >			

UNIT GRID – THEME/TOPIC: Personal Information

Situation/Setting	Speaking	Listening	Reading	Writing
Personal and Family Information	Become familiar with classmates - - ->	presentation	Genealogy unit and project family tree, family recipes, family traditions - - - >	
	Intro. classmates with some personal info by cards. Game info gap (great Ideas, p4)		What kind of person are you (Great Ideas, p.4)	
	Play 20 questions -->			
		Listening - overhear conversation on tape then present info.		
	Describe your family back home --->			Write skit for tour to your country and introduction of family role play
	Inappropriate and appropriate personal questions discussion role playing inappropriate			

UNIT GRID – THEME/TOPIC: Personal Information

Situation/Setting	Speaking	Listening	Reading	Writing
Personal Identification	Respond to basic questions regarding ID/SS number, country of origin, address, age, DOB, marital status <--	------>	Locate your own name on a list.	Copy basic personal information on a simplified form.
	Indicate which of own names are first, last, middle.		Spell, read, and print own name. -------	------->
	Describe self and family members, five details and background information.	Present identification upon request.	Write and read basic personal information including relationship and age of family. ----	-------->
	Respond to questions about own ethnic group. ---------	--------->	Fill out a simple form including name, address, age, signature, country of origin, birthplace, marital status, citizenship, and maiden name. <------	------->
	Respond to questions about own ability to speak, read and write English. <-------	-------->	<------	-----Fill out a variety of forms.
	State the number of years of previous education or study.	View video clips about ID's (America's Most Wanted, and Unsolved Mysteries).	Read personal identifying information about missing persons.	
	Give the names of familiar people.		Read classmates descriptions and locate them in class.	Write a description of your own self, height, weight, eye and hair color.

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Personal Information
Situation: Personal and Family information
Level: Intermediate
Preparation: cards containing various pictures taken from magazines
Time: 10-15 minutes
Procedure:

Ask 1 student to choose a card from the stack. Without looking at the card, the other students ask questions (yes/no) trying to guess who or what is on the card (like 20 questions).

Variations:

May also be played in teams or in pairs.

Unit: Personal Information
Level: Intermediate
Preparation: 2 dice of different colors, question board and 10-15 question cards per group. (see examples on page 157 in Klippel).
Time: 15-30 minutes
Procedure:

Divide class into groups of six. Each group receives the dice, board, and question cards. The question cards are put in piles face down next to the numbers 1-5 on the question board. Each student in the group is given a number from 1-6.

Taking turns, each student throws the dice. One die indicates the question to be asked (the one on top of the pile of question cards next to the number thrown) and the other the person who must answer the question. If the "question die" shows a six, the person whose turn it is may ask his own question. The exercise is finished when everyone has a chance to answer the questions.

Variations:

Students can prepare the questions.

Questions can be related to previous activities or lessons.

If you relate questions to a previous class, the activity takes on a past tense focus (i.e., what was the color of Mary's sweater yesterday?)

With an advanced group, you can focus on tactful questions in difficult situations: age, weight, pregnant or not, marital status, etc.

UNIT GRID -- THEME/TOPIC: Personal Information

Situation/Setting	Speaking	Listening	Reading	Writing
Personal Identification	Respond to basic questions regarding ID/SS number, country of origin, address, age, DOB, marital status <--	------>	Locate your own name on a list.	Copy basic personal information on a simplified form.
	Indicate which of own names are first, last, middle.		Spell, read, and print own name. -------	------->
	Describe self and family members, five details and background information.	Present identification upon request.	Write and read basic personal information including relationship and age of family. ----	-------->
	Respond to questions about own ethnic group. ---------	--------->	Fill out a simple form including name, address, age, signature, country of origin, birthplace, marital status, citizenship, and maiden name. <------	------->
	Respond to questions about own ability to speak, read and write English. <-------	-------->	<------	-----Fill out a variety of forms.
	State the number of years of previous education or study.	View video clips about ID's (America's Most Wanted, and Unsolved Mysteries).	Read personal identifying information about missing persons.	
	Give the names of familiar people.		Read classmates descriptions and locate them in class.	Write a description of your own self, height, weight, eye and hair color.

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Students can prepare the questions.

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If you relate questions to a previous class, the activity takes on a past tense focus (i.e., what was the color of Mary's sweater yesterday?)

With an advanced group, you can focus on tactful questions in difficult situations: age, weight, pregnant or not, marital status, etc.

Listening Comprehension

Unit: Personal Information
Level: True beginners

Pre-listening:

Have each student write his/her name on a card. Then have each student say his/her name on a tape recorder. Shuffle cards and rewind tape. Then play the tape and have students match the name said with the card. Shuffle cards again and have students draw a card, say the name, and place it in front of the right student.

Spell names orally. Have students work in groups to practice spelling names.

RESOURCE SHEET

TOPIC: Leisure

SONGS/POEMS/JAZZ CHANTS: "Saturday in the Park" (Chicago); "Saturday Night at the Movies; various beach music songs like "Beach Baby", "Surfing USA"; "YMCA", "Dancing Queen", "Wake Up, Little Susie"

QUOTATIONS/PROVERBS: All work and no play make Jack a dull boy. Take time to smell the roses, Life's a beach, TGIF, Work hard, play hard.

IDIOMS: R and R; down time; time off; goof off; loaf; take it easy; free time; two left feet; can't hit the side of a barn; coffee break; lunch break; spring break; on leave; on vacation; a lesiure suit; at your leisure; day off; to do ___ing; RV-recreational vehicle; boob tube; couch potato; to veg out; soap opera; drive-in; dress up; warm up; pick sides; odd man out; suit up; sold out; to play game vs. to play the instrument; take it easy; to fin out; to look up; box office; standing room only; coming attractions; can't carry a tune.

STORIES/FABLES/FILMS: National Lampoon's Family Vacation; The Berenstein Bears and Too Much Vacation; fable of the grasshopper and the ant.

TEACHING AIDS/REALIA: phone; phone book, esp. yellow pages; old movie posters; catalogs (crafts, gardening, sporting goods, outdoor); pictures or realia of craft supplies, sports equipment, gardening tools, camping gear, musical instruments; tech school continuing ed catalogs; YMCA/recreation dept. or community center flyers, brochures, manuals; hobby/craft instructions.

NEWSPAPER/MEDIA: movie ads; TV schedule; TV Guide; "weekend" section, travel and leisure section, sports pages; magazines like Sports Illustrated, crafts magazines; movie reviews from teen and parenting magazines and newspapers; film clips, interviews with actors, reviews from Cinemax and other movie channels or from Entertainment Tonight (on video).

GAMES: various board games based on team sports; computer games based on team sports, if they require/encourage interaction.

SITUATIONS: Calling for info on programs and events (hours, location, cost, experience, eligibility, equipment, showtimes, seating, etc.); making plans to attend with friends, scheduling, making arrangements for carpool, sitters; negotiating among preferences and options; getting directions for location; giving and getting directions for location; giving and getting instructions on how-tos; discussing/describing personal leisure activities, interest, preferences.

TASK/ACTIVITIES: ask questions and interpret info given; listen to taped messages (e.g. movies); read schedules, program descriptions, brochures and manuals; use yellow pages to locate sources; interpret movie ratings; understand coaching and solicit further guidance; read and understand hobby/craft instructions; give instructions

ROLE PLAY SITUATIONS: Call YMCA or Parks and Recreation and ask for information about your favorite sport (programs available etc.). Plan an evening out with 2-3 friends. Tell a friend about your family's vacation (recent or planned).

CULTURAL ISSUES: co-ed recreation, parental involvement in carpool/snacks/coaching; more limited vacation time; American holidays.

UNIT GRID -- THEME/TOPIC: Recreation/Leisure

Situation/Setting	Speaking	Listening	Reading	Writing
Going on a picnic Novice	Discuss what students know about picnics <--------	--->		
	Show pictures of places to go on picnics Discuss			write activities on board. Where would you do these (in reference to pictures)
	communicative practice "On a picnic do you eat _____ or ____?" ask each other <-------	------->		

UNIT GRID -- THEME/TOPIC: Recreation/Leisure

Situation/Setting	Speaking	Listening	Reading	Writing
Hobbies/ Recreation High Beginner	Show pictures of activities. Discuss <-----	<-------- ---->	---------->	I enjoy _____. I like to _____.
			<--	verb form "like to" Look at pictures select correct verb from list to describe activity. ----->
	Ask students to survey others regarding what they do in their free time <----------	--------<----------->-----	----------<-->----------	---------->
			Give students entertaiment section of paper plan weekend<----------	---------->

UNIT GRID -- THEME/TOPIC: Recreation/ Leisure

Situation/Setting	Speaking	Listening	Reading	Writing
Planning a Vacation Low Intermediate	Talk about a trip you've taken. Unpack suitcase. Have students guess where you are going. --------- Use verb "will"	-->		
	Answer with a negative. -------- .	----------	----------	--->
	Show other items in your suitcase. Ask the students where they would use item.			
	Paired practice using will and not/no			

LESSON PLAN

TOPIC: Going on a picnic

LEVEL: Novice

MATERIALS: National Geographic pictures, sketch sheet of food/picnic items, picnic realia (basket, tablecloth, plates, etc.)

LESSON AIMS: Students will be able to:

- Ask questions about preferences
- Express preferences
- Make decisions about a group activity
- Identify different activities for different places

Warm-up: Discuss with students what they know about picnics. Have they ever been on one? Where? Show pictures of various places from National Geographic, and ask whether each would be a good location for a picnic.

Presentation: "Today we will look at four places where we could go on a picnic. These places are 1. the mountains, 2. the zoo, 3. a city park, and 4. the beach. You will have to decide what you will eat and what you will do in that place when you are not eating."

Focused practice: "What do you like to eat on a picnic?" Write student responses on the board. Teacher should add standard American items to the list.

Round robin response: Each student completes this sentence. "I like to eat _____ on a picnic. What do you like to eat?"

After all the students have said what they like to eat, teacher selects two foods from the board and asks a student, "On a picnic, do you prefer to eat _____ or _____?" Have the student respond, "I prefer _____." Then this student repeats the question to the next student. After a few examples, students can continue in twos or threes, going through a number of the items on the board.

Communicative practice: Picnic Survey
Distribute to students handouts with the following questions:

1. What do you like to eat on a picnic?
2. What side dish do you like?
3. Do you want dessert?
4. What do you want to drink?

Have students move around the room and ask each other these questions. Students should write down the answers for each respondent. (See attached grid).

After students have finished, get feedback from the large group. What were some of the foods people wanted? How about dessert? Drinks?

Presentation: "We have talked about things to eat on a picnic. Now let's talk about some of the things we can do when we're not eating."

Write the following places on the board and have the students list things to do at each place.

the zoo	the mountains	the beach	the park
walk	hike	swim	play frisbee
see animals	watch birds	volleyball	ride bikes

(suggest several for each list, if necessary.)

Communicative Practice: Planning a picnic. Have students work in small groups to plan a picnic. Have them make a list of what they will take to eat, where they will go, and what they will do for fun when they are not eating. Have each group report back to the whole class on their plans.

LESSON PLAN

TOPIC: Talking about hobbies and recreation

LEVEL: High beginner, low intermediate

MATERIALS: Pictures of people doing various free-time activities, newspaper entertainment section, teacher-made grid for interview.

LESSON AIMS: Students will be able to:
- Talk about free time activities
- Make decision about a group activity
- Understand the different activities for different places

RESOURCES: Real-Life English Book 3, Steck Vaughn Publishers; An immigration Story: A Competency Based Reading/Writing Book, Random House Publishers; Lifelines 2 Regents/Prentice Hall.

Warm-up: Show pictures of people engaged in various sports/recreational activities. Have students identify pictures by describing what activities are taking place. Allow the students to indicate by show of hands how many enjoy doing selected activities.

Presentation: "We all need to take time to relax. A recreational activity is anything we do for relaxation. It can be as active as playing soccer or as quiet as reading a book or watching television. Whatever we do, the important thing is that we enjoy doing it." Share with students your own personal interests and recreational activities. Ask the students to share what they like to do for recreation. Write on the board: I enjoy _____. I like to _____.

Point out that these two constructions mean the same thing. "Enjoy" is followed by the -ing form of the verb, and "like to" base form. (NOTE: like can also be followed by the -ing form, without the "to". However, don't teach everything at once.) Have students take turns saying what they like to do. If the student uses the first form, another student repeats what he likes to do using the second form. Then the second student will say what he likes, and the third will give the alternate form, etc.

Focused practice: Give each student a handout with simple pictures of people engaged in various recreational activities (pictures from text or line drawings). List at the bottom of the page a number of possible free time activities. Have the students select verbs from the list at the bottom of the page and write two sentences next to each picture to describe what the people in the pictures like to do.

Communicative practice: Survey. Give each student a grid with six columns and enough lines down that they can interview each other student in the class. In the first

column on the gird, they will list the names of their classmates. At the top of the remaining five columns, they should list five activities that they will ask their classmates. Next, write the following question forms on the board: Do you like to _____? Do you enjoy _____? Have students get out of their chairs and move around the classroom, interviewing each of the other classmates.

Role-plays: "Would you like to try my hobby?" Have students work together in pairs. Each pair is to explain to the other what his favorite free time activity is and how it's done (where, with what equipment, when, etc.) The teacher should move around the class during this discussion and supply any vocabulary that the students need to explain their recreational activities. After the students have had several minutes to talk and prepare, have them come to the front in pairs to do the following role-play. They are two friends with some free time. Each is trying to talk the other into doing this favorite free time activity with him. Encourage students to be creative. (NOTE: If the class is larger than about 12, divide into halves, and have each team perform their role play for half of the class.)

Planning the weekend: Put students in groups of three or four. Give each group a copy of the entertainment section of the paper. Explain to the class what kind of information can be found in this part of the paper. Have them scan together to find what activities are listed. Then, in the groups, have students discuss and decide on an activity they would like to do together.

Closure: Have students tell when they think they will next have free time, and what they will do.

LESSON PLAN

TOPIC: Planning a vacation

LEVEL: Low intermediate

MATERIALS: Suitcase or travel bag, pictures from magazines of means of transportation and places for vacations. Handouts for focused grammar practice.

LESSON AIMS: Students will be able to;
- Use basic vocabulary related to vacation and travel
- Express plans using the future tense "will" and the negative "not" (future negative)

NEW LANGUAGE: Take a vacation, take a trip, take time off, get away. Beach/coast, mountains, desert, amusement park, jungle, country, take a ship, drive, fly, take a train, take a bus.

Warm-up: Teacher introduces subject of travel by showing the bag, tells about her last vacation or one she hopes to take soon, and asks the students if any of them have gone on a vacation recently.

Presentation: Tell the students to guess where she will go on her vacation and what she will do. Write the students answers on the board, putting them in the future tense using "will". (For example, if a student says, "Teacher go Disneyland", the teacher will write, "The teacher will go to Disneyland.") Once there are about six to eight sentences on the board, tell the students that today they are going to talk about a vacation they want to take, and will use the future tense. Point out the form on the board and have students repeat the sentences.

Next, have the students come up with a negative for each sentence. For example, for "The teacher will go to Disneyland," give the example, "The teacher will not go to New York."

Focused practice: Have students work in pairs. One student will sit with his back to the board and the other will face the board. Have the student facing the board read one of the sentences and his partner give an appropriate follow-up sentence. After a few minutes, have students switch roles.

Vocabulary presentation: Open the suitcase and pull out pictures of possible vacation spots. Have the students name the spots (beach, amusement park, etc.) and supply any vocabulary they do not know. Write the vocabulary on the board. Next have the students

brainstorm ways to get to the places, and add any that they don't think of. Again, put vocabulary on the board.

Focused practice: Give each student a picture, and have him or her write ten sentences about his or her vacation to this place, using the future tense "will" in every sentence. Half of the sentences should have "not". Students can follow the model given earlier on the board. After they have finished, put students in groups of three or four. Each student shows his picture to the group and reads his four sentences. The other students in the group are to listen for correct grammar in the sentences. They must then each ask him two questions about his vacation. Encourage creativity and free conversation in the question time. At the end of this activity, the groups should report back the most interesting thing they found out about each person's vacation plans.

Communicative Practice: Have students work in groups of three or four. Give each group a list of fifteen items that could possible be taken on a trip (bathing suit, camera, etc.). Tell them that only ten items will fit in the suitcase, so they will have to choose which to take. Have each group decide where they will go, and what they will take. After the groups have finished, have them report back to the class. They should tell what they will take and what they will not take, and why.

Closure: Have each student select one of the pictures and take it home. For homework, have him write a postcard to the class from his vacation at that place.

UNIT GRID -- THEME/TOPIC: Planning a Picnic (Leisure)

Situation/Setting	Speaking	Listening	Reading	Writing
Planning a picnic Intermediate		Relaxed listening and visualizing. Tapes such as "It's a Wonderful World" Picnic clips from movies such as "National Lampoon's Family Vacation".	<-- <----------	Cloze activity with tape ----------
	Using the phone to find out information. <---	------->	<------	------->
				In groups, make flashcards and illustrate leisure idioms and proverbs. Swap with another group - match pictures with cards.
			Search printed material for information, telephone books, brochures, etc. <-----	-----> record information
	<----------	-------- <-----	--- <-------	Brainstorming: Make lists of adjectives, activities, food, supplies, etc.
<------	---------- <---------	-------- <---	------- <------	Group stories teacher - written and student written dialogues. -----
	Whole class and group discussion students teaching games to others <-----	<------	<--------	Students write out favorite picnic recipe from homeland and combine to make a cookbook.

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Food
Situation: Preparing a menu for a picnic
Activity: Values Clarification
Level: Intermediate
Preparation: Prepare a survey about foods preferred for a picnic
Time: 20-30 minutes
Procedure:

1. Give each student a copy of the survey.
2. Have students move around the room, questioning each other for answers to the survey.
3. Discuss the results of the survey as a group and plan a menu based on group consensus.

Unit: Food
Situation: Selecting foods and following a budget
Level: intermediate
Preparation: Obtain results of survey from previous activity, grocery store circulars
Time: 15 minutes

Procedure:

In small groups, class takes one portion of the menu (dessert, main dish, etc.), grocery store circulars, and a budget limit. Their task is to make a shopping list and to determine how/where they can purchase the items on the list while staying within their budget.

Listening Comprehension

Topic: Recreation/Leisure

Level: Advanced

Pre-listening:

Give each group a set of three controversial statements: 1. It's safe for a woman to travel alone anywhere in the world. 2. You should learn the language before you travel to another country. 3. Airplane travel is the safest mode of transportation.

Listening:

Provide a travel video of an exotic place.

Top-down:

Listen to video. Ask students to discuss why people should visit this place.

Selective:

Ask students to listen for various specific information (about food, money, clothing, travel, safety, etc.)

Give students an outline of the video's main points, with specific details omitted. Let them fill in details.

Follow-up:

In pairs, pretend that students have traveled to this place. Have them call home to arrange travel plans or to describe their trip.

Have students create postcard to send from this place.

Variations:

Let students brainstorm travel vocabulary and synonyms.

Show various travel brochures.

Let each person design a travel brochure or video about their own country.

Listening Comprehension

Topic: Recreation/Leisure
"On the Road Again."
Level: High beginner/low intermediate

Pre-listening:

Give each group a photo from a magazine. Each group will brainstorm adjectives to describe the picture.

Listening:

Play the song "On the Road Again."

Top-down:

Ask students to give the song a title.
Ask the students to describe the singer's destination and feelings.

Selective:

Listen for three things that the singer likes to do.

Intensive:

Give the students a list of words that rhyme with words in the song. Students listen individually and circle the rhyming words. Share with group.

Follow-up:

Groups: make a pro/con list of car travel, discuss.

Have pairs discuss car travel, with one member a complainer and one a supporter.

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Recreation/Leisure
Situation: Hobbies and Recreation
Level: High Beginner, Low intermediate
Time: 5-15 minutes

Procedure:
1. Student get into pairs (one is an optimist, the other a pessimist)
2. Give each pair an index card with a sport or hobby on it.
3. Optimist must express a positive point of view about the topic.
4. Pessimist must express a negative point of view about the topic.
5. Students switch roles.

Variations:

Students present their conversation to the class.
Discuss which role was most difficult and why.

Pronunciation:

Practice sentence stress on negatives:
I DON'T like tennis, because . . . .

UNIT GRID -- THEME/TOPIC: Planning a Picnic (Leisure)

Situation/Setting	Speaking	Listening	Reading	Writing
Planning a picnic Intermediate		Relaxed listening and visualizing. Tapes such as "It's a Wonderful World" Picnic clips from movies such as "National Lampoon's Family Vacation".	<-- <----------	Cloze activity with tape ----------
	Using the phone to find out information. <---	------->	<------	------->
				In groups, make flashcards and illustrate leisure idioms and proverbs. Swap with another group - match pictures with cards.
			Search printed material for information, telephone books, brochures, etc. <-----	-----> record information
	<----------	-------- <-----	--- <-------	Brainstorming: Make lists of adjectives, activities, food, supplies, etc.
<------	---------- <---------	-------- <---	------- <------	Group stories teacher - written and student written dialogues. -----
	Whole class and group discussion students teaching games to others <-----	<------	<--------	Students write out favorite picnic recipe from homeland and combine to make a cookbook.

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Recreation/Leisure
Situation: Hobbies and Recreation
Level: High Beginner, Low intermediate
Time: 5-15 minutes

Procedure:
1. Student get into pairs (one is an optimist, the other a pessimist)
2. Give each pair an index card with a sport or hobby on it.
3. Optimist must express a positive point of view about the topic.
4. Pessimist must express a negative point of view about the topic.
5. Students switch roles.

Variations:

Students present their conversation to the class.
Discuss which role was most difficult and why.

Pronunciation:

Practice sentence stress on negatives:
I DON'T like tennis, because . . . .

UNIT GRID -- THE /TOPIC: Recreation and Leisure

Situation/Setting	Speaking	Listening	Reading	Writing
Going to a movie	20 questions re: a specific movie	"Let's go to the Movies" from Annie to set the stage for the unit	Locating entertainment section in the paper	List favorite movies
			Use weekend section to look up phone #'s of theater, also phonebook	Make a chart using information received from phone call or weekend section
	Phone to get information on movies -- prices, times, etc.			
	Jigsaw activity -- filling in missing information regarding movies			
	Variation of 20 ?s: "I am a movie rate PG. I am showing at 6:50. I won an academy award. What movie am I?"			
	Ask a friend to go to a movie. Giver pertinent information.			

Additional Communicative Exercises
(For more informatin, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Recreation/Leisure
Situation: Discussing personal leisure activities
Level: beginner/intermediate

Preparation: adapt the opinion poll on page 142 in Klippel's book to sports and leisure topics. Bring OH transparencies or chart paper and markers.

Time: 30-45 minutes

Procedure:

1. Divide the class into groups of equal size. Give each group one topic on the opinion poll. Students follow directions on the opinion poll cards and form an interview sheet.

Example:
Sports: Participation
You have to find out which sports the other people in the class like to participate in. Each of you will preapre an interview card which could look like this:

Name	**Sports**
Juan	soccer and tennis
Gui-Yum	swimming and tennis

2. Rearrange groups so that there is one member of each original group in each new group. Students interview the members of the new group.
3. Reassemble original groups andlet students compile data.
4. Students present results to the class.

Variations:
Use different topics, s uch as food, shopping, work, travel, etc.

Lesson Plan

Topic: Recreation/Leisure (Going to the Movies)

Level: Intermediate

Objectives:

Students will learn to use the phone to find a movie schedule
Students will read and listen to movie schedules.

Warm-Up:

"Attention-Getter" using recording of movie schedule (taken from phone). Teacher questions students about the tape (what did you hear? What made this difficult to understand, etc.) They can make a list of their responses.

Presentation:

Using a prepared chart and information slips, students complete a jigsaw activity about the movies mentioned on the tape. (see handouts).

Focused practice:

Using selective listening, groups answer specific questions based on "attention-getter" recording.

Communicative Practice:

In pairs, students practice inviting a friend to one of the movies listed on the chart.

Closure:

Class comes to a consensus about a movie to see. Class attends the movie together.

Homework: Call movie theater for specific information regarding a movie. Report the information to the class.

Additional questions (vocabulary):

1. Which movies are ok for children? (rating system)
2. How can you save money at the theater? (matinee, student discount)
3. What do you do if you don't know where a theater is? (directions)

RESOURCE SHEET

TOPIC: Shopping

SONGS/POEMS/JAZZ CHANTS:

Peanut...Peanut Butter...and Jelly!; This Little Piggy Went to Market; Roses are Red; Itsy Bitsy...Polka dot Bikini; We Wear Short Shorts; Blue Suede Shoes; Blue Velvet; Look Here Daddy What I See (Capt. Kangaroo).

QUOTATIONS/PROVERBS:

A penny saved is a penny earned; an apple a day keeps the doctor away; diamonds are a girl's best friend; the way to a man's heart is through his stomach; too many cooks spoils the broth; all that glitters is not gold.

IDIOMS:

shop 'til you drop; cash or charge?; on sale/on special; close-out sale; bonus buy; rain check; blue light special; moonlight/midnight madness; we're out of it.

STORIES/FABLES/FILMS:

Breakfast at Tiffany's; Brown Bear, Brown Bear; Cinderella; The Emperor's New Clothes; Goldilocks and the Three Bears; Gingerbread Man.

TEACHING AIDS/REALIA:

Coupons; Sales papers/ads; cash register receipts; blank check; currency; models/samples of food; items of clothing and jewelry; size charts.

NEWSPAPER/MEDIA:

catalogues-Sears, JC Penney; Sunday flyers; radio/tv commercials.

GAMES:

Concentration; card games; Bingo; "I Spy"; Trivia; "Find someone with..."; word guessing game; information gap; "My Favorite Food Is..."; Matching game-food/description.

SITUATIONS:

getting directions to the grocery store or mall; buying groceries; finding a certain department, clothing item, size in the store; wanting to try on clothing or shoes; making a purchase.

TASK/ACTIVITIES:

identify and list staple foods; identify and read lables; read a grocery store flyer and identify what's on special; read a department store directory.

ROLE PLAY SITUATIONS:

ask a sales person where a product or department is; role play the checkout in a grocery store; role play a shoe department purchase.

UNIT GRID --THEME/TOPIC: Shopping

Situation/Setting	Speaking	Listening	Reading	Writing
Shopping for Clothing	(Realia) Display and name articles of clothing by departments: Women's, Men's, Children's & Shoes. ↔	Listen to TV/radio advertisement. ↔	Clothing Chart. Read names of clothing items by department.	
	(Realia) Name clothes found in department store flyers. →	(Game) "Listen and Find" →	Read department store flyers.	
	(Flash Cards) Name clothes on flash cards. ↔	↔	Match sets of pictures with word cards. ↔	Matching Game. Write the word that names the flash card picture (small group activity).
	(Information Gap) Ask information regarding locations of department and clothing. "Where is the _____ department?" "I'm looking for a _____." ↔	↔	(Scanning Activity) Read store directory for department names. Attachment #1	Fill in the blank.
	(Dialogue) Ask for specific size and color. "What size do you where?" "Any particular color?" Attachment #2 ↔	Listen to compliments. ↔	Read dialogue. Attachment #2 Exercise B	What color is Angela's dress? Write the color Attachment #3
	(Dialogue) "How does it fit?' "It's too small." "It's too big." →	→	Read dialogue.	
	TPR Make a purchase. →	Lisen for the total price including tax. →	Read price tag and receipt.	

UNIT GRID --THEME/TOPIC: Shopping

Situation/Setting	Speaking	Listening	Reading	Writing
Shopping for Groceries	(Realia) Name pictures on grocery store flyers. ↔		Read grocery store flyers noting prices.	
	(Information Gap) "What's on special this week?" ... "_____ is on special this week." →		(Matching Game) Match food with word.	Write grocery list ↓
	(Small Groups) My Favorite Food "I like to eat ...."		Read grocery list.	
		(Riddle-Matching) Listen to description of food What is it? →	Read and spell word naming the riddle word. →	
	(Dialogue) Ask where product is located. Use map of grocery store. →	Listen to response and follow directions. →	Read aisle signs on the map	
	Ask butcher to cut meat.			

UNIT GRID -- THEME/TOPIC: Shopping

Situation/Setting	Speaking	Listening	Reading	Writing
A Trip to the Mall	Jazz Chant: The Little Bus <------	TPR- Prepositions/Directions 1. Command Sentences ----->		
Field Trip To be planned after classroom unit	Flashcards or Index Cards 1. Which store sells <------	----->	Realia: <-------- Mall newspaper Fill in blanks "where to find"	—>Scanning: fill in the blank (mall newspaper)
		Concentration: Matching pictures to words. Vocabulary Drill: Flashcards: Word one side-picture other side	Info Gap: 1. Where shall we meet at 11:00? <-------	----->
		Bingo: Store items <---------->	Concentration: 1. Match word with picture	Items to buy and the store to find it.
	You can buy _____at_____	"Where can I find _____?" <----------<----------	Mall maps: 1. Flipchart-imaginary mall 2. Overheard-real mall ---------->	Completing sentences: fill in the blank
	Review Numbers 1. Flashcards, pick-up sticks, realia from mall diagram<br---------->	Modal: Two objects to show relationship of prepositions.<br---------->	Strip Story: Sequence arriving to leaving mall<br---------->	
	Hangman: 1. Articles to purchase	---------->	At the mall:<br---------->	

LESSON PLAN

TOPIC: At the Mall

LEVEL: High Beginner

MATERIALS: Simple diagram of a mall, small diagrams for information gap activity, advertisements from a Mall.

LESSON AIMS: Students will be able to:

- Understand and carry out spoken commands for directions
- Repeat the commands to classmates
- Transfer direction knowledge to following directions in finding items in mall
- Decipher a directory diagram.

NEW LANGUAGE: Prepositions of direction, store items, commands for directions

RESOURCES: Chalk Talks, by Norma Shapiro

Warm-up: "I understand that you students would like to take a field trip to the Mall. Why do you want to go to the mall?" Elicit from students responses about shopping at the mall. "Today we are going to talk about where things are found in the mall and how to give and get directions."

Presentation: Put the following on the board (or flip chart).

to the right of	to the left of	across from	in front of
around	next to	behind	near
straight ahead			

Using gestures, drawings, or by moving students, present the meaning of the vocabulary.

Focused practice: TPR. Give students commands using the vocabulary.

(Name) _____, stand to the right of _____.
_____, stand to the left of _____.
_____, walk across the room.
_____, stand in front of _____.
_____, walk around _____.
_____, walk straight ahead.
_____, stand next to _____.
_____, stand behind _____.
_____, stand near _____.

Presentation of mall vocabulary: Brainstorm with the students the different kinds of stores at the mall. List these on the board. Add any that are necessary to complete this

list: department store, shoe store, men's store, music store, book store, drug store, gift shop, card shop, sporting goods store, jewelry store, sandwich shop, ice cream store. Have the students work in pairs. Taking turns, the students should go through the list of stores on the board and name something that could be bought in each store. "In a _____ store, you can buy _____." After the pairs have finished, have them report back to the group. Ask, "What different things can you buy in a _____ store?"

Practice reading Mall diagram: Give students a mall diagram and key (see attached). Explain how to find names of stores from key. Next, hand out Activity #1 (attached), and have students in pairs ask and answer the questions on the handout, usingthe mall diagram as a guide. Once students have completed this, go over it as a class, emphasizing the vocabulary used to express location.

Communicative practice: Show students a simple diagram of a shopping mall with the stores labeled, using the stores given above. As a large group, discuss how to explain where each store is located. "Where is the shoe store?" "To the right of the jewelry store," etc. Allow each student to tell where something is located.

Role-plays: Give each student a card with the name of some item they have to find in the mall. In groups of three or four, have each student in the group take a turn manning the Mall Information Counter, and answer the other students' questions.

Closure: Plan a mall field trip or treasure hunt.

LESSON PLAN

TOPIC: Shopping for clothing

LEVEL: High beginner

MATERIALS: Clothing, department store flyers, cards for Concentration game with clothing vocabulary and pictures of clothing.

LESSON AIMS: Students will be able to:

-Name and read articles of clothing advertised in three department store flyers.

-Request assistance by asking for a specific department or location.

NEW LANGUAGE: Clothes and Clothing. Articles of clothing, "Where is the ____ department?" "I'm looking for _____."

Warm-up: Introduce the terms clothes, clothing, and department story, writing these on the board. Ask where would they go to buy clothing for their family or for themselves.

Presentation: "Today we are going to learn the names of clothing. We will read and write these names, and we will learn how to ask for help in finding these clothes." Write on the board name of four departments in a story (Men, Children, Ladies, and Footwear). Hold up the items of clothing and ask if students know the names. If they don't, supply the new vocabulary, have the students repeat it, and have them categorize it according to the department it would be found.

FOCUSED PRACTICE:

1. **Listening:** Pass out the department store flyers. Have the students work in pairs. Call out the name of an article of clothing, and have the students look through the flyers to see how many pictures of the item they can find.

2. **Vocabulary practice:** Concentration. Put students in groups of four or five. Give them cards with pictures of clothing and the names of clothing face down on the table. The students have to pick up two pictures at a time and try to find the matches. Make sure the students say the name of the article of clothing. When they pick up the word, they should say the word, then spell it aloud.

LESSON PLAN

TOPIC: Grocery Store

LEVEL: Low Novice

MATERIALS: Cards with food pictures and names. Food items or pictures. Grocery store worksheets (attached).

LESSON AIMS: Students will be able to;

-use basic grocery vocabulary
-scan aisle signs for grocery departments
-ask for assistance
-correctly use count and non-count nouns.

Warm-up: Go Fish. Using common food vocabulary already know by students, give students each six cards, three pictures and three words, using count and non-count grocery nouns. Have students go around the room asking "Do you have any..." and if the partner answer yes, the asking student takes the pair. At the end count how many pairs each has.

Vocabulary Presentation: Introduce more grocery vocabulary using real items or pictures on cards with words on the back. Have the students repeat the names of the items. Drill singular and plural forms.

Focused practice-vocabulary drill: Put the following dialogue on the board:

A: Where are you going?
B: I'm going shopping.
A: What are you going to buy?
B: I'm going to buy some _____.

Distribute cards to students and have them practice the dialogue with a partner, using the picture on the card as a cue to answer. If they can't remember the word, have them look on the back. Have pairs pass cards around until all pairs have had all the cards. Then conduct a quick class drill to see how many words the students can remember. Show the picture and have them give the name of the item.

Presentation: Introduce vocabulary "aisle, produce department" and names of other department in the grocery store (see handout). Split the class into groups of three and have them categorize the foods into departments. (See worksheet.) Write the department names on the board. When the groups have finished, have each group come to the board and write their answers for one of the categories. Discuss any differences of opinion, and correct where necessary.

COMMUNICATIVE PRACTICE:

Information Gap: Put on the board, "Excuse me, do you have any _____?" "Yes, it's on aisle _____." Place student in pairs. Give each student a handout with a simple diagram of a grocery store indicating aisle numbers and the names of foods on the aisles. Sheet A should have six items places on the aisles, and another six listed at the bottom. Sheet B should have the same items in opposite places. Have students take turns asking their partners the location of the items listed at the bottom of their sheets. When the partner tells where an item is, the other partner should write it in on the correct aisle.

Twenty questions: Put the food items or pictures of food items in a bag. Have the students come up one at a time, draw an item out of the bag without letting the others see it, and then answer questions from classmates who try to guess the item. Encourage students to use the names of the categories in their questions.

Closing activity--The Shopping Game: Put aisle headings on the board. Divide students into groups of three. Give each group a grocery story circular and a role of tape. Call out names of food items (those taught above) and have the groups find them in the circular as quickly as possible, run to the board, and tape them up on the right aisle. Assign a point to the team that gets to the board first with the right item in the right aisle

Lesson Plan

Topic: Shopping
Level: Beginner

Objectives:

Students will be able to do the following:
a. Recognize vocabulary associated with clothes
b. Participate in a conversation with a sales clerk.

Warm-Up:

Students will be given either a picture card or a vocabulary card. Students will then mix and mingle in order to match pictures and words.

Presentation:

Use puppets to demonstrate a typical shopping routine between customer and clerk. OR

Show a movie clip of a shopping conversation. OR

Give students a scrambled conversation and have them put it in order.

Focused Practice:

Vocabulary Focus:
Student 1 will draw a vocabulary card and read it.
Student 2 will write it on the board.
Class will check or correct the written word.

Conversation Focus:
Students will complete a cloze exercise of a conversation.

Communicative Practice:

Role Play: With teacher as clerk, students will draw a picture card and ask for help in finding that item.

Variations: Let students play the clerk.
Extend the role play to giving and following directions. (i.e., the shoes are to the right).

Closure:

Choral reading of a jazz chant.

Jazz Chant:

How may I serve you?
May I be of some help?
May I help you?

Yes, you may, I'd like to buy a hat today.

Follow me. Right this way.
Some hats are there. Some hats are here.
What color do you want, my dear?

Green or blue, in straw or felt,
And then I also need a belt.

These little models might do for you.
Try them on and see how they do.

I love this green one, and the blue one as well,
I'll take them both; they both fit swell.

Cash or charge? Visa or master?
I'll ring up the sale and you sign after.

Please sign at the X, there on the line.
Your full name please. There, that's fine.

Here are your hats. Have a nice day.
Come back in to see us another day.

Listening Comprehension

Unit: Shopping
Level: Beginner/Intermediate

Pre-listening: Use magazines to find pictures of clothing and words associated with clothing.

Prepare a tape of a TV advertisement for clothes. Also find a newspaper advertisement. Then prepare a dialogue between a salesclerk and a customer shopping for something from the ad.

Activities:

Listen for words from the ad that match the newspaper ad.

Listen to the dialogue. Have students answer questions about the dialogue.

Prepare a list of words from the tape. Have students listen to the tape again and mark the stressed syllables in the words as they hear them.

Variations:

Let students create the dialogue and role-play.

Let students create webs about shopping.

Lesson Plan

Topic: Shopping
Level: Beginner

Objectives:

Students will be able to do the following:
a. Recognize vocabulary associated with clothes
b. Participate in a conversation with a sales clerk.

Warm-Up:

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Students will complete a cloze exercise of a conversation.

Communicative Practice:

Role Play: With teacher as clerk, students will draw a picture card and ask for help in finding that item.

Variations: Let students play the clerk.
Extend the role play to giving and following directions. (i.e., the shoes are to the right).

Closure:

Choral reading of a jazz chant.

Listening Comprehension

Unit: Shopping for Food
Source: Picture/Tape
Level: Intermediate

Pre-listening: Give students a picture of a grocery store with certain item circled. Have them find similar pictures in magazines, focusing on packaging vocabulary (jar, loaf, carton, etc.)

Selective Activity: Play a recording of an in-store supermarket advertisement or commercial. Have students listen for words that belong with specific types of packaging, such as boxes, cartons, jars, can, bars, etc.

Intensive Listening:

Have students listen to the tape again and underline words which have the diphthong [ai], as in aisle nine. Students could listen again and circle words with the vowel sound in mix, six, etc.

Follow-up:

Schedule a trip to the grocery store with a list of items to find.

Variations:

Listen to the tape and find each item on a diagram of the grocery store.

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Shopping
Situation: Shopping for Groceries
Level: intermediate

Preparation:

Comic strip, cut up into individual frames. One complete strip goes into an envelope, with at least one envelope for every six to eight students in the room. (Cathy cartoons about the grocery store would be good).

Time:

15-30 minutes

Procedure:

Put students in groups of 6-8. Give each group an envelope. Instruct each student to take one frame from envelope. As a group, put the strip in order as they think the story goes. After finishing, each group would show their comic strip to the class.

Variations:

Use sentences that tell a simple story instead of pictures. Or each student could memorize his own sentence and then the group would work orally to put the story together.

Pronunciation focus:

Intonation in sequencing words: First, then, next, etc.

or

Intonation for questions for clarification: "What's next?" or "What happens next?"

RESOURCE SHEET

TOPIC: **Transportation**

SONGS/POEMS/JAZZ CHANTS:

I've Been Working on the Railroad; Jet Plane; The Wheels on the Bus; Row, Row, Row, your Boat; She'll Be Coming Around the Mountain; On The Road Again.

QUOTATIONS/PROVERBS:

Look before you leap; Don't get the cart before the horse.

IDIOMS:

crank the car; hot rod; eighteen wheeler; pedal to the metal; where the rubber meets the road; to have a flat; give a jump/jump my car; tie up traffic; traffic jam; trade-in; tune-up.

STORIES/FABLES/FILMS:

The Little Engine that Could; Old Ed; Rain Man; Around the World in Eighty Days; The Lovebug (series).

TEACHING AIDS/REALIA:

Jumper cables; Toy cars; Planes; airline tickets and schedules; driver's manual/handbook.

NEWSPAPER/MEDIA:

automoblie magazines; car/truck advertisements; driver's manual

GAMES:

Transportation Bingo; Concentration; Look for Texas (map game).

SITUATIONS:

driving test; car trouble; flat tire; taking a plane or train trip; asking for and receiving directions; reading a map; using public transportation.

TASK/ACTIVITIES:

dialogue describing your car problems; listen to airport, train station announcements; reading a map; using public transportation.

ROLE PLAY SITUATIONS:

"At the Airport"; "Car Repair"; Driving License Test; Asking directions to a major highway.

UNIT GRID --THEME/TOPIC: Transportation

Situation/Setting	Speaking	Listening	Reading	Writing
Car Repairs	Dialogue. Ask a friend where he gets his car repaired.		Scan the Yellow Pages for a car repair shop. Realia: Telephone directory---automobile repairing and service section.	Make a list of names and phone numbers of local garages (near your house).
	Introduce car parts vocabulary. Oral drill: "This is a ..."		Study vocabulary: car parts Read and write Realia: car Matching worksheets	
	Introduce phrases describing car problems		Strip story	
	Role Play Telephone survey of repair shops. Describe problems.		Read survey form	List prices for various repairs.
	Make and appointment for repairs and get directions to the garage.			Record date of appointment on calendar and write down directions.
	Follow-up regarding continued problems.			

UNIT GRID --THEME/TOPIC: Transportation

Situation/Setting	Speaking	Listening	Reading	Writing
Getting a Beginner's Permit	Request manual and obtain information re: procedure for getting a permit. Role play (Dialogue)	Listen to and pronounce vocabulary words. Practice drill.	Study vocabulary words and meanings	
	Flash cards, colors, shapes, signs.	Review prepositions of location "top", "bottom", etc.	Study road signs, colors, and shapes using Driver's Manual and flash cards. Matching exercise. Continue Vocabulary study.	
		Paired Practice Dictation -- Signs	Fill in the blanks	should / shouldn't
	Practice applying for a Beginner's Permit. Role Play (Interview)	Listen to instructions on how to complete the form. Answer oral questions.	Read and complete sample application form	
Getting a Permanent Driver's License		Listen to and respond to direction instructions TPR -- Simon says...	Study Direction Vocabulary Prepositions of locations Fill-in-the-blank exercise.	
	Practice making an appointment for a road test. (Telephone) Role Play		Calendar study. True / False exercise.	Write .Months /Days on board (Volunteers)
			Study Test Vocabulary Practice / Drill pronunciation	

Listening Comprehension

Topic: Transportation/Driver's Test

Level: High Beginner

Pre-listening:

Show a driver's license. Discuss how one gets a license.

Listening:

Play a tape of Driving Examiner giving instructions on a test.

Selective Listening:

Given a map of a driving test course, have student show the route that the instructor followed in the test.

Have students circle parts of a car mentioned in the test.

Given a list of instructions in a jumbled order, have students put the instructions in order.

Intensive Listening:

Have students mark a transcript for fall intonation.

Have students mark commands on a transcript.

ESL LESSON PLAN

Topic/Situation: Getting a Beginner's Permit: Recognition of Traffic Signs

Class:	Low-intermediate; 1 1/2 hours; 15 students
Skills:	Listening, Speaking, Reading, and Writing
Materials:	Driver's Manual; Flash Cards - Signs; Flash Cards - Words; Pair Practice Dictation Exercise; Evaluation - Matching Exercise
New Language:	"Enter", "One direction only", "Hospital", "Turn around", "Warning", "Railroad Crossing", "School Crossing", "Cross the street", "Yield", "Stop Completely", "No Passing", "Safe Speed', "Exit Ramp","Traffic", "Oncoming"," Intersection".
Lesson Aims:	The student will correctly name nine (9) frequently used traffic signs.

Stages of Lesson and specific directions for each stage:

I. WARM-UP, Review:

We have been working on what you need to know to be able to get a Beginner's Permit. In the last class we practiced asking for a Driver's Manual and about taking the written test. (Whole class discussion/review of previous lesson's vocabulary and what they learned about taking the test.) Ask, "Did everyone go and get your manual?" Say, "Now that we have our manuals we need to begin to study for the written test.

II. PRESENTATION

Today we're going to talk about traffic signs, or road signs as they are sometimes called. On this poster you will see some road signs. Are they all the same color? Are they all the same shape?

1. Activity 1: Flash Cards - Signs and Words
2. Activity 2: Review colors
3. Activity 3: Grammar point - Contractions
4. Activity 4: Review prepositions of location

TRANSITION: Now let's see how well you remember the signs when you're driving.

III. FOCUSED PRACTICE

1. Activity 1: Drill - Sign Recognition
2. Activity 2: Team Game - Guess the Sign

IV. COMMUNICATIVE PRACTICE

1. Activity 1: Pair Practice Dictation
2. Activity 2: Matching Exercise - Signs

Evaluation: Use Matching Exercise - Signs
Criteria for success: 7/9 correct

V. CLOSURE

Select signs that seemed to give the most difficulty and review by involving the whole class in calling out the name as the sign is held up.

UNIT: TRANSPORTATION

Situation 1: Getting a Beginner's Permit

Dialogue Practice - Requesting a Driver's Manual

Clerk: Can I help you?

Driver: Yes. I want to get my Beginner's Permit. May I please have a Driver's Manual.

Clerk: Here you are. Anything else?

Driver. Thank you. What do I need to bring when I'm ready to take the test?

Clerk: Its in your manual on Page 10.

Driver: Oh O.K. Will I need to make an appointment?

Clerk: No you don't have to but you may have to wait if we're busy.

Driver: What are the times for the tests?

Clerk: From 8:30 a.m. to 4:00 p.m.

Driver: Are you open Saturday?

Clerk: No. Monday thru Friday - and not on holidays.

Driver: Thanks for your help.

Clerk: Uh huh. Bye.

UNIT: TRANSPORTATION

Situation 1: Getting a Beginner's Permit

Contractions used in unit:

I am	I'm
I would	I'd
I will	I'll
We will	we'll
we are	we're
cannot	can't
will not	won't
do not	don't
there is	there's
there is not	there's not (there isn't)

UNIT: TRANSPORTATION

Situation 1: Getting a Beginner's Permit

Prepositions of Location

top	bottom
up	down
middle	right
left	top right
top left	bottom right
bottom left	middle right
middle left	under
in	on
at	near
across	beside

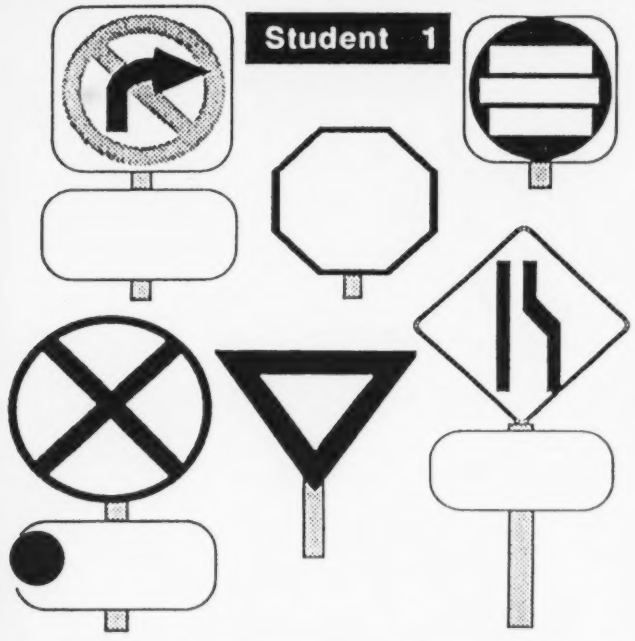
19 Traffic Signs

GL Beginning & Intermediate Levels

1. *Fold the page on the dotted line. Look at your side only. Compare your picture after you both fill in all the empty signs.*

2. *Fill in the blank signs below with the signs your partner describes to you.*

Student 1



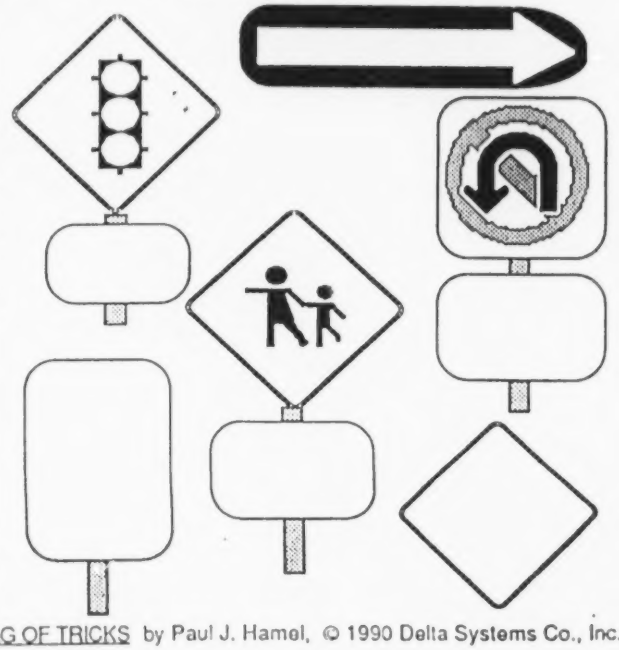
3. *Describe to your partner the locations of the signs in your picture. Read what is on them.*

Fold Here

2. *Describe to your partner the locations of the signs in your picture. Read what is on them.*

Student 2

3. *Now fill in the blank signs below with the signs your partner describes to you.*



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Teacher's Notes 19

Vocabulary & Pair Practice Dictation

Before distributing the handout, review shapes and meanings of the various traffic signs. (You may want to contact your local Department of Motor Vehicles for a driver handbook that contains pictures of all traffic signs.)

Review the colors and their meanings:

red	=	danger, stop
orange	=	construction
yellow	=	general warning
green	=	direction and distance

blue	=	service
white	=	traffic rules
brown	=	public recreation areas
black	=	night speed limit

On the chalkboard, draw the signs and write their meanings below them. Drill for pronunciation. Then erase the meanings. Divide the class into two teams. Alternately have one member of a team come to the chalkboard. Have him/her select a sign and then write the meaning under it. For each correct answer, give one point to the appropriate team. Insist on complete accuracy.

Review prepositions of location using "top", "bottom", "middle", "right", and "left". i.e., top left, bottom right, middle left, etc.)

Distribute the handout. Then have students fold the page on the dotted line. Tell them to look at their side of their page only. Explain that the students must fill in the blank signs that their partner describes and dictates. Also, explain that they will have the opportunity to compare pictures after they both finish the exercise.

As a follow-up exercise, you may want to teach the meanings of other signs:

O STOPPING ANY TIME
RUCK ROUTE
O PED CROSSING
O PARKING ANY TIME
'EED CHECKED BY RADAR
O BICYCLES
O NOT PASS
.OWER TRAFFIC KEEP RIGHT
)W AWAY ZONE
MERGENCY PARKING ONLY
ARK PARALLEL
G LANE AHEAD
FREEWAY
SE CROSSWALK
-WAY SIGNAL

RIGHT LANE MUST TURN RIGHT
BUSES AND CAR POOLS ONLY
GAS FOOD LODGING
NEXT SERVICES 22 MILES
REST AREA
SOFT SHOULDER
PAVEMENT ENDS
NARROW BRIDGE
TUNNEL
PED XING
NO OUTLET
SLIPPERY WHEN WET
THRU TRAFFIC MERGE LEFT
ISLANDS
HILL

DIP
FLOODED
SLIDE AREA
BUMP
FALLING ROCKS
ROUGH ROAD
LOW CLEARANCE
NOT A THROUGH STREET
DETOUR AHEAD
OPEN TRENCH
FLAGMAN AHEAD
ROAD WORK AHEAD
BRIDGE OUT
ROAD CLOSED
PREPARE TO STOP

UNIT: TRANSPORTATION

Situation 1: Getting a Beginner's Permit

Matching Exercise - Evaluation

Look at the traffic signs and then match the sentence with the correct sign. Write the letter.

a.

b.

c.

d.

e.

f.

g.

h.

i.

_____ 1. You can't enter this street.

_____ 2. There's a traffic light ahead.

_____ 3. You have to stop completely here.

_____ 4. This is the highest safe speed at which you may drive on the exit ramp.

_____ 5. There's a railroad crossing ahead.

_____ 6. You must slow down, look right or left,and yield to oncoming traffic.

_____ 7. You can't make a right turn here.

_____ 8. You can't turnaround here.

_____ 9. There's an intersection ahead.

UNIT: TRANSPORTATION

Situation 2 : Getting a Permanent Driving Licence

Activity: should/shouldn/t

In the following sentences, write either **should** or **shouldn't** in the blank spaces.

1. You.....comply with the posted speed limit.
2. You.....stop at a green light.
3. You.....stop for a stopped school bus with its lights flashing.
4. You.....double-park.
5. You.....stop on a freeway, except on the right shoulder.
6. You.....park within 15 feet of a fire hydrant, on a pedestrian crosswalk, within 20 feet of an intersection, 30 feet of a signal, or 50 feet of a railroad crossing.
7. You.....obey traffic officers.
8. You.....use your headlights at night and when you are using your windshield wipers.
9. You.....wear your seatbelt.
10. You.....drive after drinking alcohol.

UNIT: TRANSPORTATION

Situation 2: Getting a Permanent Driving Licence

TPR - Simon Says Game

Students, please form a circle around the room. Now listen carefully. I am going to tell you to move in a direction but you must only move if I say "Simon Says" before I tell you which way to move. If I don't say "Simon Says", you should just stand still. Anyone who moves when they shouldn't will sit down and we'll play until everyone is sitting down.

Let's practice first and then we'll start the game.

1. Simon says, turn right
2. Simon says, go backward
3. Turn left
4. Simon says, go forward
5. Simon says, go straight.

Game continues in this way until all students are sitting down.

UNIT: TRANSPORTATION

Situation 2: Getting a Permanent Driving Licence

Exercise: Prepositions of Location

Look at the picture. Write in, on, at, or near in the blanks in the following sentences.

1. The spoon is.....the cup.
2. The other spoon is.....the sugar bowl.
3. The flowers are.....the vase.
4. The cat is.....the window.
5. The clock is.....the window.
6. Marie is sitting.....the chair.
7. The road signs are.....the page.
8. The vase is.....the table.
9. Marie is sitting.....the table.
10. Marie got her beginner's permit.....the Department of Motor Vehicles.

UNIT: TRANSPORTATION

Situation 2: Getting a Permanent Driving Licence

Dialogue Practice - Making an appointment (using telephone)

The telephone rings:

Clerk: South Carolina Highway Department. May I help you?

Driver: Hello. I'd like to make an appointment for a road test.

Clerk: Do you have a Beginner's Permit?

Driver: Yes I do.

Clerk: Good. Let's see, we don't have anything until Tuesday at 10:30 a.m.

Driver: I can't come then. I'll be at work. I don't have to work on Monday, can I come then?

Clerk: Sorry we're closed on Monday. Its a holiday. Can you come on Tuesday afternoon.

Driver: Can I come after 4:30.

Clerk: Our last test is 4:00. Can you be here by then?

Driver: O.K. I'll ask to leave work early.

Clerk: What is your name?

Driver: **(put in student's own name here)

Clerk: Right Ms. You have an appointment at 4:00 p.m. on Tuesday, July 5th.

Driver: Thank you. Have a nice weekend.

Clerk: Thanks, you too.

UNIT: TRANSPORTATION

Situation 2: Getting a Permanent Driving Licence

Exercise - Calendar

JULY						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

Look at the Calendar. Circle True or False

1.	July 2nd is a Wednesday.	True	False
2.	July 2nd is part of the weekend.	True	False
3.	July 3rd is going to be on a Sunday.	True	False
4.	July 4th is going to be on a Friday.	True	False
5.	July 2nd, 3rd, and 4th are a three-day weekend.	True	False
6.	July 4th is a holiday.	True	False
7.	July 1 was on a Thursday.	True	False
8.	The Department of Motor Vehicles will be open on July 4th.	True	False
9.	State offices are closed on holidays.	True	False
10.	There is a three-day weekend in July.	True	False
11.	July 19 is going to be on a Saturday.	True	False
12.	The Department of Motor Vehicles is going to open again on July 5th.	True	False

UNIT: TRANSPORTATION
1. Getting a Beginner's Permit
2. Getting a Permanent Driving Licence

Vocabulary/Expressions

1.1.

driver's license
driver's manual
Here you are
appointment
Monday thru Friday
beginner's permit
licensing office
Anything else?
test
holidays

1.2.

enter
one direction only
hospital
turn around
railroad crossing
traffic
school
catch the bus
cross the street
stop completely
yield
warning
no passing

1.3.

octagon
circle
diamond
yellow
black
blue
brown
triangle
square
red
orange
green
white

1.4.

written test/knowledge test
vision test
road/traffic signs/signals
speed limits posted
Railway/grade crossings
parking
shoulder
traffic officers
seat belt
documents
certified copy
signature
marriage license
examination booth
computer screen
basic requirements
pavement markings
comply
school bus
double park
intersection
windshield wipers
alcohol
birth certificate
passport
Immigration papers
Social Security card
instructions

2.1

turn	left
right	corner (intersection)
go straight	park/stop
rearview mirror	reverse/back-up
lights	turn signal
horn	road test

2.2.

January	February
March	April
May	June
July	August
September	October
November	December
Monday	Tuesday
Wednesday	Thursday
Friday	Saturday
Sunday	Weekday
Weekend	Holiday

UNIT: TRANSPORTATION

Situation 1: Getting a Beginner's Permit

Applying for a Beginner's Permit - Interview

In Pairs. One student is interviewer and the other is applicant.

Teacher and a volunteer will model the interview process.

The first part of the exercise will require the interviewer to ask questions, listen to response and write down the information in the appropriate place on the sample form. The applicant will need to listen to and respond orally to the questions.

The interviewer's second task will be to instruct the applicant to go to a booth, read and answer the nine Yes/No questions and then return to the counter. The applicant will listen to and carry out the instructions and bring the completed form back to the interviewer who will check the written responses.

Students will then reverse roles and conduct the interview again.

APPLICATION FOR DRIVER'S LICENSE

Insert South Carolina Drivers License No | CLASS | D.L. | B.P.

For Examiner Use Only

- ☐ ORIGINAL D.L.
- ☐ ORIGINAL B.P.
- ☐ RE-EXAM
- ☐ SPEC. REST.
- ☐ OUT-OF-STATE
- ☐ RE-EXAM VOLUNTARY OTHERS
- ☐ CAUSE/ACC. SUSP./CANC.

Restriction Code

YES NO

( ) ( ) 1. DO YOU WANT TO BE AN ORGAN AND TISSUE DONOR? IF SO, COMPLETE DONOR CARD
( ) ( ) 2. HAVE YOU EVER BEEN ISSUED A SOUTH CAROLINA IDENTIFICATION CARD( ), BEGINNERS PERMIT( ), OR DRIVERS LICENSE( )?
( ) ( ) 3. HAVE YOU COMPLETED A COURSE IN DRIVER TRAINING? HIGH SCHOOL( ) COMMERCIAL( ) OTHER( )
( ) ( ) 4. HAVE YOU EVER SUFFERED FROM LOSS OF CONSCIOUSNESS( )F HEART CONDITION( )A EPILEPSY( )B STROKE( )C
( ) ( ) 5. HAVE YOU EVER BEEN ADDICTED TO INTOXICATING LIQUOR/DRUGS?
( ) ( ) 6. HAVE YOU EVER BEEN A PATIENT, OR COMMITTED TO AN INSTITUTION FOR MENTAL DISORDERS OR DRUGS AND/OR ALCOHOL?
( ) ( ) 7. HAVE YOU EVER BEEN LICENSED TO DRIVE A MOTOR VEHICLE? STATE_____
LICENSE NO._____ EXP DATE_____
( ) ( ) 8. HAVE YOU EVER HAD YOUR DRIVING PRIVILEGE DENIED, REVOKED, CANCELLED OR SUSPENDED?
WHEN LAST_____ WHERE_____
REASON_____
( ) ( ) 9. ARE YOU A U.S. CITIZEN?

Examiner Code | PRINT NAME ▶ Last | First | Middle or Maiden

Company Ident. | STREET ADDRESS ▶

CITY CODE | City | State | Zip Code | County

IF MAILING ADDRESS DIFFERENT FROM STREET ADDRESS, OBTAIN FROM EXAMINER AND SUBMIT ADDITIONAL FORM 4057

Infirmities: Missing Extremities

Birth Date: Month | Day | Year

Social Security

Sex | Height | Weight | Race

EYES:

Acuity	Right	Left	Both
With Glasses	20/	20/	20/
Without Glasses	20/	20/	20/

I, hereby certify that all information and statements made, herein are true and correct and further certify I do not have access to a valid driver's license other than that shown on questions #2 and #7. It is further certified that my privilege to operate a vehicle is not now subject to be suspended, cancelled or revoked at the time this application is being submitted.

Signature of Applicant _____

This ____ Day of _____ 19 ____

Notary Public/DMV Specialist

Form 447 (Rev. 1-91)

I also acknowledge receipt of Form FR-25 for verification of insurance.

Signature of Applicant

Signature of Person Assuming Responsibility | STATE

Driver's License No.

RESOURCE SHEET

TOPIC: Travel

SONGS/POEMS/JAZZ CHANTS:

Sentimental Journey; Route 66; Way Down Upon The Swannee River; Fly Me To The Moon; Love Makes the World Go Round; I've Been Working on the Railroad; Follow the Yellow Brick Road; We Are The World; Leaving On A Jet Plane; Give Me A Ticket For An Airplane; Kokomo; Moonlight Bay; These Boots Are Made For Walking; This Land Is Your Land; American The Beautiful; Home On The Range.

QUOTATIONS/PROVERBS:

Absence makes the heart grow fonder; Don't make waves; When in Rome...; Don't fence me in; Red sails in the sunset; There's no place like home; Don't leave home without it; Coffee, tea, or milk?; Go west young man; A rolling stone gathers no moss; All roads lead to Rome; Don't judge a man until you've walked a mile in his moccasins; Bad news travels fast; Two's company, three's a crowd.

IDIOMS:

Blazing a trail; living out of a suitcase; Grand Central Station; Going overboard; Hop a plane; Catch a plane; Ride the rails; Take a hike; Go fly a kite; Come fly with me; Make tracks; Pad the bill; Twofer.

STORIES/FABLES/FILMS:

Anthony and Cleopatra; Two Roads (poem- Robert Frost); Travels With Charlie; Swiss Family Robinson; Gulliver's Travels; Around the World in 80 Days; Explores; Call of the Wild; Far and Away; The Hare and the Tortoise; Out of Africa; Born Free.

TEACHING AIDS/REALIA:

National Geographic; Young Indiana Jones (board game); maps and globes; AAA trip-tiks; airline, bus, train and cruise schedules; travel brochures and pamphlets; literature from AAA; Driver's Education manual; suitcase and materials for packing; Where In The World is Carmen Sandiego; matchbox cars; bank officer, travel agent; computer software; flashcards; travel posters; currency from foreign countries; travelers checks; Michelin, Foster, for AAA Tour Books; board games.

NEWSPAPER/MEDIA:

The Big Valley; Gilligan's Island; Bonanza; the Love Boat; Star Trek; Star Trek: The Next Generation; newspaper headlines (e.g. Man Steps On The Moon; King Tut's tomb opened; video from coverage of space flights;);Flight of the Navigator; Discovery Channel; Beyond 2000; Travel channel.

GAMES:

Around the World in 80 Days; alphabet and vocabulary games made up to compliment the lesson; Name That Tune (locales and names); flashcards for road symbols and signs; Travel Trivia; Jeopardy.

SITUATIONS:

Securing a passport or visa; renting a car; vacation situations (ordering a meal, lodging, booking a flight, making a reservation); asking directions; how to get back to your hotel (lost); dealing with money exchanges or currency; how to get there (modes of transportation).

TASK/ACTIVITIES:

Reading a map; packing a suitcase; securing travelers' checks; phone conversations to travel agency to obtain flight schedules andmake a flight reservation; learn travel terminology; field trip to airport or train station; rent a car; make a pre-trip "must do" list.

ROLE PLAY SITUATIONS:

Dialogue - "Where Do You Live" (map reading); "Where Do You Want To Go" (taxi driver situation); Desk Clerk/Traveler situation; Ask directions of a local person (ESL student is the local) on how to get to a certain landmark; Ordering a meal.

UNIT GRID -- THEME/TOPIC: Travel

Situation/Setting	Speaking	Listening	Reading	Writing
Deciding Where to Take a Vacation.	"Family" discussion to collectively discover each member's purpose (Get away; sight see; get cool) <---------->		Read all brochures, leaflets, etc. collected from Travel Agency or Chamber of Commerce - Allow each family member oral reading	Write to local/distant Chamber of Commerce's for information about chosen/interesting locations
	Clip magazine pictures that represent each person's ideal vacation location and purpose for going	Visit a travel agency to hear options/gather brochures/look at pictures.		
	Invite friends over for supper to share vacation experiences, home movies, videos.	Watch television: Weather station/Discovery/National Geographic.		
	Ask acquaintances to share a "favorite" vacation spot, story and use questions as a guide.		Use a World or US map for a geography study to pin-point activities for certain areas.	Write a short tourist ad for Southern Living (bring in example) depicting your chosen vacation spot.
	Memory Game: On my trip, I took <---------->			Write to see what types of lodgings are available - Vocabulary on topic (Picture to word)
				Storyboard "My Dream Vacation" (collage)

UNIT GRID -- THEME/TOPIC: Travel

Situation/Setting	Speaking	Listening	Reading	Writing
Decide What to Take for a Trip (equipment for activities)	Brainstorm: What equipment is needed for the activity chosen? <----------> Ask questions	Invite expert to class - listen to talk on destination or activity.	Read selection of travel brochures from agencies.	Use travel brochure & brainstorming vocabulary- write descriptive paragraph about what you will do and/or see.
	Role play - Telephone travel agent to request info on destination.	Travel Videos Sports/Hobby	Geography Study - activities in various locations based on climate ---------->	Posters or World Maps - Explain/describe places where each activity is common: Ex. Scandinavia - skiing - Bahamas - surfing, fishing
	In my suitcase, I packed (alphabet/memory game)	Watch television for information about possible weather channel.	Subject matter study library books about activities - what equipment do you need, where can you go to do it?	Mexico/Israel Archaeology
	Paired activity - pictorial list of equipment for specific activity/sport (see Talk-a-Tivities) - Pairs compare lists by describing pictures to each other)			Write a letter to state tourism council asking for "Things to Do"
	Role Play - Going to store to ask for rates for renting equipment.		Cloze Activity - Fill in the blank on what activities can be done in what area for what (weather) reasons & what equipment you need to take.	
				Write a postcard or letter to a friend - less formal.

UNIT GRID -- THEME/TOPIC: Travel

Situation/Setting	Speaking	Listening	Reading	Writing
How to Get There!	Phone - Role play - Explore options of travel modes: bus vs. plane <---------->		Read plane, bus, train schedules and make comparison of modes of travel: price, travel time, conveniences.	Write Chamber of Commerce to see what activities/info is available.
	Interview - Realia phone Renting a car to get to airport.	<---------->		Practice filling out insurance and car rental contracts.
	Sequencing map reading activity. Use hot wheels and country map.	<---------->		
		TV-Weather channel map of US Scanning for temperatures of areas. Find areas where you would like to visit.	General Map Purpose of Compass Legends Bingo - Meaning of symbols	
	<---------->		Match the picture: Famous landmarks - cut in two for pairing activity.	Request info on one week stay at Disneyland.
		Area Map - places of interest - Disneyland Local interests Play Game - similar to Candyland. <---------->		

195

UNIT GRID – THEME/TOPIC: Travel

Situation/Setting	Speaking	Listening	Reading	Writing
Pre-vacation Planning	Call veterinarian and make reservations for animals.	Listen to verification of reservations.		Jot down on calendar who will take animals to vet on what date.
	Call bank and inquire about traveler's checks <---------->	Listen to bank's recommendations on traveler's checks-could be a speaker		After receipt of AAA Trip - tic, do a fill-in blank destination map.
	Call AAA and arrange for trip - tic and order tickets for activities <---------->		Read brochures on best places to travel	Write to Chamber of Commerce asking for local activities and accommodations.
	Ask neighbors to watch house while away.	---------->		Fill in forms for Post Office to hold mail.
	Call newspaper and stop delivery while away.	Ask family members to read check list - Should anything be added?	Read phone book to find numbers for bank, newspaper, vet.	Make a check-list of "Things to do" before trip so nothing will be overlooked.
	Go to Post Office and ask for forms to hold mail.			Pay all bills before leaving.

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: travel
Situation: Deciding where to take a vacation
Level: Intermediate
Preparation: Obtain copies of travel brochures
Time: 1 hour

Procedure: Students choose preferred destination from travel brochures, explaining their choices. Class discusses matters of importance: climate, time frame, interests, etc. Class ranks possible destinations in order of preference.

Variation: Narrow choices to three, rank again, and choose the number one class favorite.

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Game: Gilligan's Island
Preparation: Bring magazines, scissors, and newspapers
Time: 15-20 minutes

Tell students that they've been shipwrecked like Gilligan on Gilligan's Island. If they could have only 10 things with them on the island, what would they want to have. They can do this individually. They can find pictures to illustrate their choices, and cut them out.

Then combine the class into groups of six or so. Each group must pick a set of 10 things as a group that they would take. All the things must fit into Gilligan's boat. Each group must form a consensus.

UNIT GRID – THEME/TOPIC: Travel

Situation/Setting	Speaking	Listening	Reading	Writing
Making a hotel reservation	Role Play: phone call to hotel for a reservation <----	---->	Travel Guide: how to choose a hotel by reading descriptions.	Fill out a reservation card and "comment" card.
	Discussion: students discuss what they like and dislike about hotels.	Have local travel agent or AAA representative visit the class.	Understanding symbols and abbreviations used.	Look at pictures of different hotels and write description.
	Present different hotel scenarios and students choose which they would stay in.	Watch a travel video that discusses different hotels.	Signs found in and around a hotel.	Write a travel guide/brochure for a hotel the student has stayed in.
	Discuss best/worst hotel experiences.		Read pamphlets about things to do.	Develop questionnaire to survey friends about a hotel.
	Brainstorm questions to ask about a hotel.		Read and discuss a map or directions to a hotel	Write a hotel review for hotel described in travel guide, or visit local hotel and write own travel guide description.
	Practice giving directions and following them to get to a particular location. <----	---->	Phonebook - choosing a hotel from description.	
	Survey friends about their favorite hotel in town and why. <----	---->		

Additional Communicative Exercises
(For more information, see Keep Talking: Communicative Fluency Activities for Language Teaching, by Friederike Klippel. Cambridge: Cambridge University Press, 1984.)

Unit: Travel
Situation: Deciding Where to Take a Vacation
Level: Intermediate, Beginner

Preparation: Masking tape, large flashcards with picture of vacation sites and the word for the site.

Time: 20-30 minutes

Procedure:

1. Tape one of the flashcards in each of the four corners of the room
2. Students read signs and then stand under the sign that suits them best.
3. Students interview each other to find out why each picked a particular vacation spot.

RESOURCE SHEET

TOPIC: Work/Occupations

SONGS/POEMS/JAZZ CHANTS:
I've Been Working on the Railroad; Workin' Nine to Five; Fifteen Tons; Grandpa Was a Carpenter; Banker's Wife's Blues.

QUOTATIONS/PROVERBS:
Idle hands are the devil's workshop, All work and no play makes Jack a dull boy, A man may work from sun to sun, but a woman's work is never done, Many hands make light work, Nothing ventured nothing gained, Business before pleasure, The customer is always right, Work is the grand cure for all the maladies and miseries that ever beset mankind -- honest work, which you intend getting done (Thomas Carlyle, speech in 1866), Work keeps at bay three great evils: boredom, vice and need (Voltaire, Candide)

IDIOMS:
to be a work horse; to work like a dog/slave/Trojan; to get axed; woman's work; elbow grease; in the works; to make short work of something; out of work; overworked and underpaid; make hay while the sun shines; work of art; dirty business; take a letter; to be called on the carpet; right-hand man; in the red/black.

STORIES/FABLES/FILMS:
The Ant and the Grasshopper; Nine to Five; Newsies; Stand and Deliver

TEACHING AIDS/REALIA:
Pictures of people in various jobs; job application forms; employment index (Almanac); vocational outlook publications.

NEWSPAPER/MEDIA:
20/20 and other news shows; want ads;

GAMES:
What's My Line; Concentration, Charades

SITUATIONS:
Vocational counseling; Looking for a job; Working on the job; Discussing work; Dealing with customers; Job performance evaluations.

TASK/ACTIVITIES:
Prepare a resume, take a vocational aptitude test, describe work history; read and write want ads, read and write a job description, call for interview, write a cover letter, fill out a job application, interview and be interviewed, write letter of recommendation; answer the phone, take messages, give and take instructions, complete and compute timesheet; give information, take orders, make suggestions; receive performance evaluations.

ROLE PLAY SITUATIONS:

Talk to your manager and ask for a raise; explain to your boss why you are late to work for the third time this week; explain to a new employee his/her duties; your coworker is unhappy because she didn't get a raise, convince her to stay.

UNIT GRID -- THEME/TOPIC: Community Resources

Situation/Setting	Speaking	Listening	Reading	Writing
Finding sports activities for a child (Student)	Brainstorm for	Graphic fill-in to locate recreation centers and acquire sports info.- - - >		Create an ad or poster publicizing the sports events locations and the sports events location & schedule of sport chosen.
	paired dialogue between parent and recreation center staff - - - >	- - - - >	Library books (simple) on sports or sports heroes.	Create a mini newspaper on sports heroes or favorite athletes. (Class experience)
	Sports grab bag realia addresses vocabulary, TPR, word identification - - ->	- - - ->		
	Sports bingo (using items in duffel bag or defining vocabulary words on board.)			

UNIT GRID – THEME/TOPIC: Work/Occupations

Situation/Setting	Speaking	Listening	Reading	Writing
Looking for a job	What kinds of jobs have you had. What are you qualified to do? <---	---->	Look at ads in paper for jobs	
	phone-call for an interview <------	---->		
	role play in pairs a job interview <-----	--->	<--	Filling out a job application. ---> Writing a resume
Dressing for an interview	What do you wear to a job interview? discuss <----	---->		
	plan a field trip or invite speaker to talk about appearance at an interview <---	---->		

UNIT GRID -- THEME/TOPIC: Work/Occupations

Situation/Setting	Speaking	Listening	Reading	Writing
On the job (good and bad work habits)	Role playing in pairs good work habits <--	<---- ---->	----> Volunteers will read role playing scripts from each group <----	Students write dialogues for role playing activity ---> in groups of four.
	Discuss why certain work habits are good/bad			Select a recorder to list on the board good/bad habits.
		Watch segment of movie 9-5. Give three things to listen for in that segment.		Write about either a good or bad habit you had on a job.
	Interview a supervisor on a job to find out 3 good habits they like to see in a worker <---	--->		
	Ranking exercise on good work habits <-----	---->		

Lesson Plan

Topic: Job Interview (Work/Occupations)

Level: Intermediate

Objectives:

Students will do the following:
Learn how to get better jobs
Learn how to form interrogative sentences
Learn vocabulary necessary for a job interview.

Warm-Up:

Divide into groups and brainstorm list of do's and don'ts for a job interview. Come back to whole class and discuss lists, then pass out a prepared handouts of do's and don'ts for students to compare with their own lists.

Presentation:

Introduce the interrogative form of a sentence. Brainstorm questions that an interviewer might have for a job candidate. Brainstorm questions the candidate might ask the prospective employer. Review question words through a cloze exercise.

Focused Practice:

In pairs, practice an interview dialogue prepared by the teacher.

Communicative Practice:

Impromptu role plays (in different pairs). Have students swap role (job candidate and interviewer).

Closure:

Perform skits of job interviews. Let class decide which "job candidate" should get the job and discuss why.

Alternatives:

Let students write the dialogues for focused practice.

For skits, students could be given their assignments ahead of time so that they can prepare for their role (in dress and speech).

Listening Comprehension

Topic: Work/Occupations
Level: Advanced

Pre-listening:

Have students look through employment ads in the newspaper.
Have students fill out an employment application.

Listening:

Play a tape of a job interview.

Top-down activity: Have student decide whether or not the interview was successful. Elicit a list of positive and negative features.

Selective listening: Have students listen for various specific pieces of information: duties, hours, education, linguistic requirements, benefits.

Intensive: On an interview transcript, have student mark each time they hear rising intonation.

OR: Have students make a check mark each time they hear a filler sound, such as "uh-huh."

Follow-Up:

Do a role play.

Write a job offer or a rejection letter to the job candidate in the interview. Explain why he or she did/didn't get the job.

UNIT GRID -- THEME/TOPIC: Work/Occupations

Situation/Setting	Speaking	Listening	Reading	Writing
Looking for a job	What kinds of jobs have you had? What are you qualified to do?		Look at ads in paper for jobs.	Make a list of potential jobs with positives and negatives.
	Phone call for an interview	Brainstorm do's and don'ts	Cloze exercise on question words	compile list of do's and don'ts in preparation for an interview
	Role play in pairs a job interview	Practice interview dialogue. Choose successful job applicant/skit		Filling out a job application. Writing a resume.
Dressing for an interview	What do you wear to a job interview? Discuss	Show movie clip of job interview		
	Plan a field trip or invite a speaker to talk about appearance at an interview.			

Lesson Plan

Topic: Job Interview (Work/Occupations)

Level: Intermediate

Objectives:

Students will do the following:
Learn how to get better jobs
Learn how to form interrogative sentences
Learn vocabulary necessary for a job interview.

Warm-Up:

Divide into groups and brainstorm list of do's and don'ts for a job interview. Come back to whole class and discuss lists, then pass out a prepared handouts of do's and don'ts for students to compare with their own lists.

Presentation:

Introduce the interrogative form of a sentence. Brainstorm questions that an interviewer might have for a job candidate. Brainstorm questions the candidate might ask the prospective employer. Review question words through a cloze exercise.

Focused Practice:

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For skits, students could be given their assignments ahead of time so that they can prepare for their role (in dress and speech).

A Glossary of Some Terms Used in the Curriculum

Cloze Procedure - A reading comprehension or listening technique that eliminates every n-th word (eighth or tenth) in a passage to test mastery of comprehension of written or spoken language. Students then fill in blanks with the appropriate word. Works well with songs.

Information Gap Activities - Classroom tasks in which students are required to exchange information to accomplish a goal, for example, coordinating schedules to make an appointment with a doctor's secretary.

Integrated - Involving a combination of the four skills of listening, speaking, reading and writing as well as grammar.

Interactive activities - Activities in which students are involved in pair or small group work in a collaborative atmosphere with the teacher.

Realia - Real object or pictures of them, such as money, maps, menus, want-ads, clothing, food, etc.

Skimming - Quickly running one's eye over a text to get the gist.

TPR (Total Physical Response) - A teaching method that focuses on listening comprehension, utilizing direct commands and physical responses to such commands.

Highly Recommended Teacher Resource Books

CONVERSATION
Grammar Practice Activities, Penny Ur, Cambridge.
Keep Talking, Friederike Klippel, Cambridge.
Talkativities, Richard Yorkey, Alemany Press.
Can't Stop Talking, George Rooks, Newbury House.
Non-Stop Discussion Workbook, George Rooks, Newbury House.
Communication Starter, Judy Winn-Bell Olson, Alemany Press.
Look Again Picutres, Judy Win-Bell Oslo, Alemany Press.
Purple Cows and Potato Chips, Christinsen and Bassano, Alemany Press.
Picture Stories for Beginning Communication, Sandra Heyer, Prentice Hall Regents.

LISTENING
Great Ideas, Leo Jones and Victoria Kimbrough (book and tape), Cambridge.
Before Book One, Boyd and Boyd, Prentice Hall Regents.
Basics in Listening, Rost and Urano.
Listening Tasks, Cambridge.

WRITING
Writing, Tricia Hedge, Cambridge.
Techniques in Teaching Writing, Ann Raimes, Oxford.

SERIES
Interactions I and II — Four volumes of each, L/S, Reading, Writing, Grammar.
Mosaic I and II

INTEGRATED SERIES
Vistas 1-4, H. Douglas Brown, Prentice Hall Regents.
Crossroads, 1-3, Oxford.
Interchange, 1-3, Cambridge.
In Touch 1-3, Lifestyles 1-3.
Spectrum 1-6, Prentice Hall Regents.
Success 1-3, Addison Wesley - Longman

OTHERS — all by Carolyn Graham.
Jazz Chants
Grammarchants
Jazz Chants for Children
Small Talk

New Oxford Picture Dictionary

RESOURCE SHEET

TOPIC:

SONGS/POEMS/JAZZ CHANTS:

QUOTATIONS/PROVERBS:

IDIOMS:

STORIES/FABLES/FILMS:

TEACHING AIDS/REALIA:

NEWSPAPER/MEDIA:

GAMES:

CULTURAL INFORMATION:

SITUATIONS:

TASK/ACTIVITIES:

ROLE PLAY SITUATIONS:

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